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Our Working World Neighborhoods

PROBLEMS BOOK
TEACHER'S EDITION

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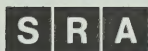
OWW Our Working World

Neighborhoods

PROBLEMS BOOK TEACHER'S EDITION

by Lawrence Senesh

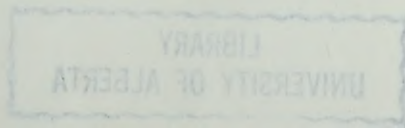
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Introduction-A Directions

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using cardinal directions to locate places.
- B. **Concept:** The use of the cardinal directions—north, south, east, and west—makes it easier to locate specific places in the neighborhood.

II. PROCEDURE

- A. **Let's Talk About:** Introduce the concept of cardinal directions and the words *north*, *south*, *east*, and *west*. Then tell the students that during the day they can find their way around the neighborhood by the sun: the sun always rises in the east and sets in the west. Take the students to the playground in the morning and the late afternoon to observe the position of the sun. Explain that when they face the sun in the morning, they are facing east; west is at their back, south on their right, and north on their left. When they face the sun in the late afternoon, they are facing west; east is at their back, south on their left, and north on their right. Have

the students turn to page 6 in their Problems Book. Tell them the map represents a city block with streets on four sides. You might compare the illustration with a block in the students' neighborhood. Then review the names next to each house and point out the direction arrows.

- B. **Let's Do:** Have the students answer the questions on page 6 in their Problems Book. You might read the questions aloud with them if they are not familiar with the names.
- C. **Let's Think About:** Discuss cardinal directions in relation to the neighborhood the school is in. Then have the students use cardinal directions to identify the locations of familiar places in relation to the location of the school.

III. PERFORMANCE EXPECTATION

Each student should be able to point in the cardinal directions within the classroom and tell in which direction his home is from the school.

Introduction - A Directions

- Vine Park is on the _____ side of the block.
- The Gages are _____ of the Carrs.
- The Millers' house is _____ of the Brennens' house.
- Our house is _____ of the park.
- The Gages live _____ of the park.
- Our house, the Carrs' house, and the Millers' house are on the _____ side of the alley.
- Vine Park is north of the Millers' house. Is it also east? _____. What word describes this direction? _____

Introduction-B What Are Neighborhoods?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** A neighborhood is the area within walking distance of one's home, consisting of land, buildings, streets, and people.

II. PROCEDURE

- A. Let's Talk About:** Discuss the definition of the word *neighborhood*. Ask questions such as the following:
- What is your neighborhood like?
 - Are there streets and people and stores in your neighborhood?
 - Is your neighborhood in an urban area

or a rural area?

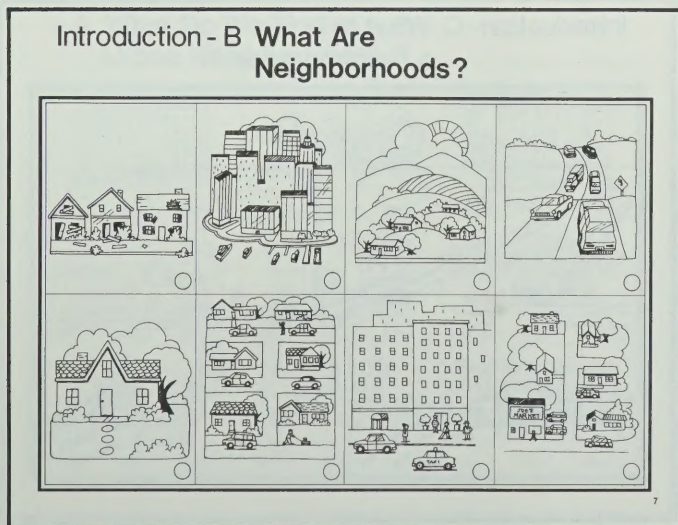
- How is the land in your neighborhood used? For streets? For buildings? For farming?

B. Let's Do: Have the students look at the pictures on page 7 in their Problems Book. Then tell them to shade in the small circle next to each picture that depicts a neighborhood.

C. Let's Think About: Discuss the students' responses. Ask several students to explain their evaluations of the pictures.

III. PERFORMANCE EXPECTATION

Each student should be able to name various factors that make an area a neighborhood.



Introduction-C What Is a Neighborhood?

I. OBJECTIVES

- A. **Basic Skills:** Pictorially representing information gained from the text and other sources.
- B. **Concept:** A neighborhood has unique characteristics.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the word *neighborhood*. Then explain that although all neighborhoods have land, buildings, streets, and people, they are not all alike. Discuss some of the factors that make neighborhoods unique (age, average income of residents, ethnic customs, common interests, and so on).
- B. **Let's Do:** Have the students look at the

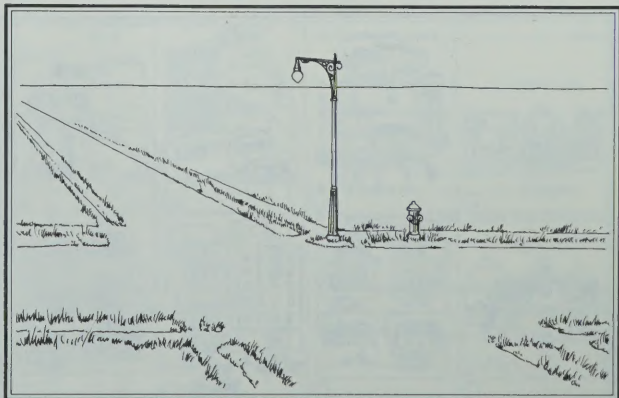
scene illustrated on page 8 in their Problems Book. Then tell them to use pencil or crayon to make the scene look like a neighborhood scene.

- C. **Let's Think About:** Have the students compare their pictures. Then discuss how the neighborhoods represented in the completed pictures are different even though they all have land, buildings, streets, and people.

III. PERFORMANCE EXPECTATION

Each student should be able to find in a magazine scenes that show the characteristics of a neighborhood, as defined, and scenes that do not. They should be able to explain why some of the scenes are not neighborhoods.

Introduction-C What Is a Neighborhood?



1-A What Do We Find in Urban Neighborhoods?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** Urban neighborhoods vary greatly. Their variation depends on their distance from the center of the city, on the age of their buildings, and on the background, beliefs, and income of the people who live in them.

II. PROCEDURE

- A. Let's Talk About:** Tell the students that all neighborhoods are made up of land, streets or roads, buildings, and people. Then discuss how these elements can vary from one neighborhood to another. Ask questions such as the following:
- Are the streets that we see in urban neighborhoods like the roads we see in rural neighborhoods?
 - Are the buildings in urban neighborhoods like those in small-town neighborhoods?
 - Are the people similar? Do they do the same kinds of work? Do they share the same beliefs?

Then discuss how urban neighborhoods differ in use of land, kinds of streets and build-










ings, and characteristics of the people.

- B. Let's Do:** Have the students study the pictures on page 9 in their Problems Book. Tell them to make an X in the box labeled "Yes" below each picture that illustrates something that could be found in all urban neighborhoods; in the box labeled "No" below each picture that illustrates something that would not be found in any urban neighborhoods; in the box labeled "Some" if the picture illustrates something that could be found in some urban neighborhoods but not all.
- C. Let's Think About:** Review the students' answers. In a number of the examples there is no exact answer. The students should support their answers with good reasons. Then ask the following questions:
- Which of the neighborhoods pictured is most like your own? In what ways?
 - Which are different from your neighborhood? How?

III. PERFORMANCE EXPECTATION

Each student should be able to list several characteristics common to all urban neighborhoods, several common to some, and several common to none.

1-A What Do We Find in Urban Neighborhoods?

 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>
 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>
 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Some <input type="checkbox"/></p>

1-B Different Urban Neighborhoods

I. OBJECTIVES

- A. **Basic Skills:** Evaluating pictorial information.
- B. **Concept:** There are many different types of urban neighborhoods. They differ in use of land, kinds of people, quality of buildings, and pattern of growth.

II. PROCEDURE

- A. **Let's Talk About:** Tell the students there are many different kinds of urban neighborhoods. Some are occupied by people whose jobs or incomes are similar, or whose ethnic background is the same; some are a mixture of people of various incomes, occupations, or ethnic backgrounds. Point out that different neighborhoods have different kinds and numbers of houses. Then have them compare different kinds of neighborhoods in terms of communication, common interests, potential problems, and ability to set and adhere to standards.
- B. **Let's Do:** Have the students look at the pic-

tures on page 10 in their Problems Book. Tell them to pretend they are taxi drivers who have driven past each of the neighborhoods pictured. Then ask the following questions:

- How is the land used in each neighborhood?
- How are the streets, buildings, and people in each neighborhood alike? How are they different?
- What problems might exist in each of these neighborhoods?
- How might these problems be solved?

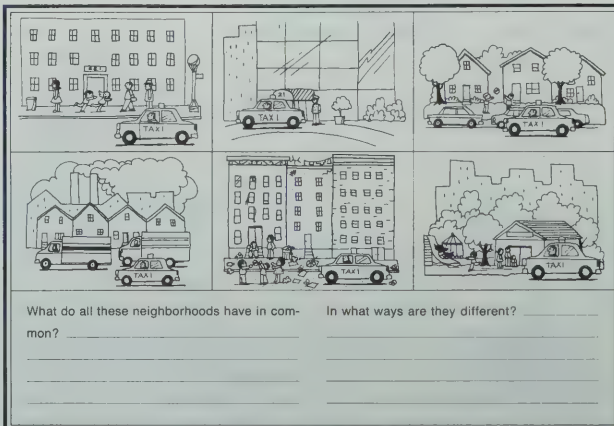
Next have the students answer the questions on page 10 in their Problems Book.

- C. **Let's Think About:** Ask the students to compare their neighborhood with each of the neighborhoods pictured.

III. PERFORMANCE EXPECTATION

Each student should be able to draw pictures of different urban neighborhoods.

1-B Different Urban Neighborhoods



1-C Urban Neighborhoods Change

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: interpreting maps to make comparisons.
- B. **Concept:** Urban neighborhoods change because of the mobility of the people, changes in family size or income, government programs, and condition (disintegrating, stable, or developing).

II. PROCEDURE

- A. **Let's Talk About:** Discuss how the great mobility of people in some urban neighborhoods may cause changes in the neighborhood. Explain that as families change in size and age and increase their income, they often move. Some neighborhoods are growing and other neighborhoods are being abandoned.
- B. **Let's Do:** Have the students look at the maps and pictures on page 11 in their Problems Book. Tell them that map A and picture A illustrate a city neighborhood in good condition and map B and picture B

illustrate a run-down city neighborhood. Then have them answer the questions at the bottom of the page by circling the appropriate letter or "Can't tell."

- C. **Let's Think About:** Discuss how both neighborhoods pictured on page 11 in the Problems Book might change in the future in terms of land use, kinds of people, and condition. Next, discuss the types of information given by maps and pictures. Ask questions such as the following:

- What kinds of information do maps give you? What kinds do pictures give you?
- What kinds of information is it difficult to obtain from pictures?

III. PERFORMANCE EXPECTATION

Each student should be able to reach various conclusions about a neighborhood from studying a map of the area, and to know when there is insufficient information to reach a logical conclusion.

1-C Urban Neighborhoods Change

In which neighborhood are there probably more people leaving?	A	B	Can't tell
Which neighborhood shows the people are proud to live there?	A	B	Can't tell
In which neighborhood does land cost more?	A	B	Can't tell

2-A Which Is a Better Place to Build a Suburban Neighborhood?

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** The location of suburban housing developments is dependent on several factors.

II. PROCEDURE

- A. **Let's Talk About:** Ask the students to name several different uses for land (*farming, houses, offices, parks, and so on*). Explain that land use is usually determined by costs and benefits. A landowner might have homes built on his land if it would be more profitable than farming the land. Discuss various factors that determine the profitability of a location for a housing development (*accessibility to transportation, prox-*

imity to a city, terrain, the cost of land, and so on).

- B. **Let's Do:** Have the students look at the pairs of pictures on page 12 in their Problems Book. Tell them to write an X in the box next to the picture in each pair that illustrates an area better suited for the development of a suburban neighborhood.
- C. **Let's Think About:** Discuss the students' answers. Have them give reasons for their answers. Then discuss what else the land shown in each picture might be used for (*park, farming, offices, and so on*).

III. PERFORMANCE EXPECTATION

Each student should be able to list several factors that might determine the location of a suburban neighborhood.

2-A Which Is a Better Place to Build a Suburban Neighborhood?



2-B Why Move to the Suburbs?

I. OBJECTIVES

- A. Basic Skills:** Interpreting pictorial information.
- B. Concept:** There are many reasons why people choose to live in the suburbs rather than in the city.

II. PROCEDURE

- A. Let's Talk About:** Discuss some of the many reasons people move from the city to the suburbs—for example:

- to avoid the crime in the cities;
- to avoid the pollution of the cities;
- to get a larger single-dwelling house;
- to find better schools;
- to attain status.

Then discuss how people who live in the

suburbs get to the cities to work and shop.

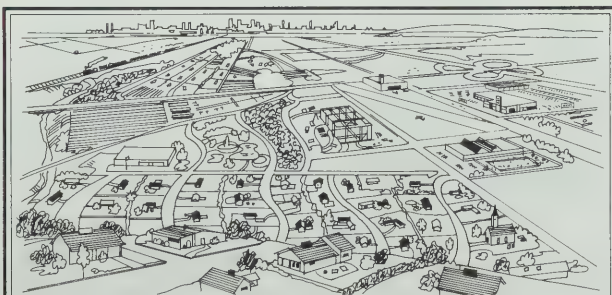
- B. Let's Do:** Have the students turn to the picture of a new suburban neighborhood on page 13 in their Problems Book. Tell them to find and circle on the picture each of the things listed at the bottom of the page.

- C. Let's Think About:** Ask the students to compare the suburban neighborhood pictured on page 13 in their Problems Book with an urban neighborhood.

III. PERFORMANCE EXPECTATION

Each student should be able to name various reasons why people want to move to suburbs from cities, and to explain what the suburbs offer that makes them so desirable.

2-B Why Move to the Suburbs?



Find and circle these things in this suburban neighborhood:

- | | | |
|--------------|-----------------|---------------------|
| School | Railroad | Factory being built |
| Church | Nearby city | Swimming pool |
| Superhighway | Shopping center | Small airport |

2-C A Growing Suburban Neighborhood

I. OBJECTIVES

- A. Basic Skills:** Map study skills: comparing a picture and a map of the same area and reviewing direction.
- B. Concept:** The increasing growth of suburban neighborhoods causes many problems for cities and suburbs.

II. PROCEDURE

- A. Let's Talk About:** Discuss some of the problems caused by the growth of suburban neighborhoods:
- Isolation from people of various ages, incomes, and ethnic groups
 - Transportation and pollution problems due to an increase in commuters
 - Less conservation of land
 - Lack of community involvement because many people work in the city
- B. Let's Do:** Have the students look at the picture on page 14 in their Problems Book. Ask them to identify features of the picture that indicate it depicts a suburban neighborhood. Then explain that the map on the

page depicts the same area as the picture. Discuss the similarities and differences between the map and the picture. Have the students put the numerals from the picture in the appropriate places on the map. Then tell them to answer the questions on the page.

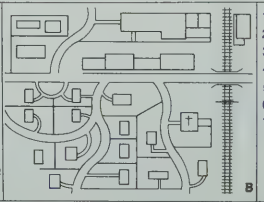
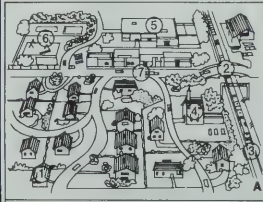
- C. Let's Think About:** Discuss the different uses of maps. You might ask questions such as the following:

- Where do we see maps?
- When do we use maps?
- Did you ever see a map on television? How was it being used?
- Does your father ever use a map when your family takes a trip by car? Why?
- What things does a map show?
- What things does a map not show?

III. PERFORMANCE EXPECTATION

Using a map of his neighborhood, each student should be able to compare the characteristics of his neighborhood with those of the neighborhood pictured in the Problems Book.

2-C A Growing Suburban Neighborhood



- House
- Bridge
- Railroad
- Church
- School
- Playground
- Main Street

N

W

E

S

This is a suburban neighborhood.
A is a picture of the neighborhood. B is a map.

1. Show where each number belongs in B.

2. Which street do people use to go to the city?

3. Do you think many cars go on this street? _____

4. What problems might be caused by the traffic? _____

5. The east boundary of this neighborhood is number _____
It is _____

14

14

3-A Small Towns Have Friendly Neighbors

I. OBJECTIVES

- A. Basic Skills:** Plotting routes on a pictorial rendition of a neighborhood.
- B. Concept:** Because people in small towns know each other very well and have similar interests and ideas, they are inclined to establish and adhere to certain customs and behavior.

II. PROCEDURE

- A. Let's Talk About:** Tell the students that small-town families usually live in single-family homes within walking distance of their neighbors. They know their neighbors. They meet in the streets, the stores, the schools, and public meeting places. Discuss why communication does not usually pose a problem in small towns. (*People share the same interests and customs.*)
- B. Let's Do:** Have the students locate the following places on the picture on page 15 in their Problems Book (list on the chalkboard or an overhead transparency):
- | | |
|--------|--------|
| church | stores |
|--------|--------|

playground
bridges

house A
house B

Then ask the following questions:

- If you lived in house A, to which of these places could you easily walk?
- If you lived in house B, to which of these places could you easily walk?

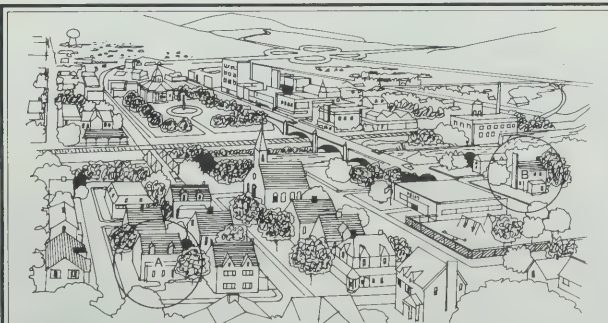
Next, have the students draw lines with colored pencils or crayons to show how they would walk from house A to school, to the town square, to the railroad station, and to house B. After they have finished the exercise, have various students explain their routes.

- C. Let's Think About:** Discuss how and why small towns often grew up near farms, mines, or small manufacturing plants.

III. PERFORMANCE EXPECTATION

Each student should be able to list various characteristics unique to a small town neighborhood.

3-A Small Towns Have Friendly Neighbors



If your house is A, show where you would walk to go to:

- | | |
|--------------------|---------------------------|
| 1. the school | 3. the railroad station |
| 2. the town square | 4. Jane's house (house B) |

3-B City, Suburb, or Small Town?

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences and making generalizations in order to classify pictures.
- B. **Concept:** Most small towns have buildings for stores and offices in a central area surrounded by some neighborhoods.

II. PROCEDURE

- A. **Let's Talk About:** Ask the students to compare the different ways land is used in a city, a suburb, and a small town. Explain that there is ample land in a small town, so that the price is usually low and more one-family homes usually are built. Ask them if and how land use is affected by the price of land. Tell them that the rules of the town (zoning and building codes) also determine where factories, stores, and residential areas are developed.
- B. **Let's Do:** Have the students look at the pictures labeled A, B, and C on page 16 in their Problems Book. Picture A shows an urban

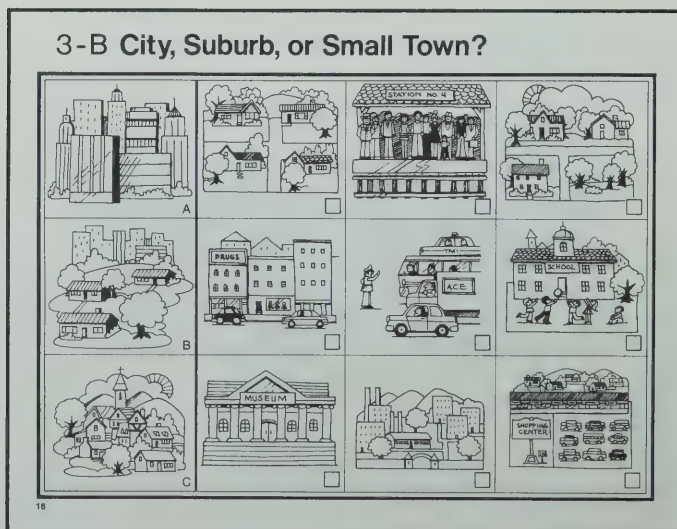
neighborhood, picture B a suburban neighborhood, and picture C a small town neighborhood. Tell them to indicate which type of neighborhood is depicted in the other pictures on the page by writing A, B, or C in the small box by each picture.

- C. **Let's Think About:** Discuss the students' responses, reviewing the characteristics of each neighborhood. Then ask the following questions:

- If you were an adult, in which neighborhood would you like to live? Why?
- How would you decide which neighborhood you would like to live in? (*Job, size of family, ways of spending leisure time, choice of friends, freedom to behave as you wish*)

III. PERFORMANCE EXPECTATION

Each student should be able to name various ways land use in a small town is different from that in an urban or suburban neighborhood.



3-C Jim's Neighborhood

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: determining specific locations and making inferences concerning an area by reading a map.
- B. **Concept:** Small town neighborhoods have characteristics different from those of urban and suburban neighborhoods.

II. PROCEDURE

- A. **Let's Talk About:** Discuss some of the differences between small town neighborhoods and urban neighborhoods. Review the facts of rapid change and constant mobility in urban neighborhoods. Then discuss the relative stability of a small town neighborhood. Explain that the mobility that does exist consists of people moving in from the farm or out to a larger city. Next have the students turn to page 17 in their Problems Book.

lems Book. Ask them if the picture shows a neighborhood of a small town or a city or a suburb. Have them give reasons for their decision.

- B. **Let's Do:** Have the students use a black crayon or a pencil to show the shortest route from Jim's house to the school. Then read the questions aloud, pausing for them to circle "Yes," "No," or "Can't tell." Discuss their answers.

- C. **Let's Think About:** Discuss what might happen to Jim's small town neighborhood if a factory were built there.

III. PERFORMANCE EXPECTATION

Each student should be able to distinguish a small town neighborhood from an urban or a suburban neighborhood by interpreting clues on a map.

3-C Jim's Neighborhood

This is a map of Jim's neighborhood. It is in a small town.

1. Jim's grandmother lives on Maple Street.	Yes	No	Can't tell
2. Jim passes a park on his way to school.	Yes	No	Can't tell
3. When Jim goes to the grocery store, he turns east on Maple.	Yes	No	Can't tell
4. Do many people live in Jim's neighborhood?	Yes	No	Can't tell
5. Is there room for more housing in Jim's neighborhood?	Yes	No	Can't tell

4-A Farms Are Far Apart

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using a scale of miles and intercardinal directions.
- B. **Concept:** In rural neighborhoods, homes are surrounded by farm buildings and farmland, so neighbors live far from each other.

II. PROCEDURE

- A. **Let's Talk About:** Ask the students to describe the land, roads, buildings, and people they might see in a rural neighborhood. Explain that in a rural neighborhood the home and place of work are combined. The family spends most of its time together.
- B. **Let's Do:** Have the students turn to page 18

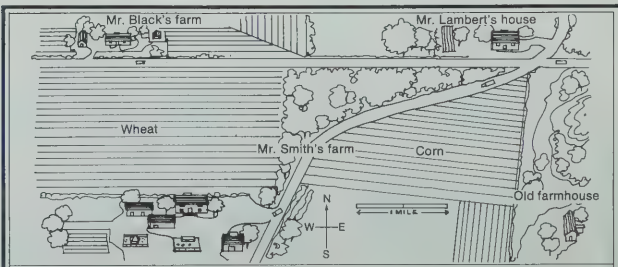
in their Problems Book. Explain how to use the scale, and review the cardinal directions. Then tell them to answer the questions at the bottom of the page.

- C. **Let's Think About:** Rural neighbors are usually willing to help each other. Discuss some of the common interests, beliefs, values, and risks shared by most farmers.

III. PERFORMANCE EXPECTATION

Each student should be able to compare a rural neighborhood with urban, suburban, and small-town neighborhoods in terms of land, roads and streets, buildings, and people.

4-A Farms Are Far Apart



Mr. Smith's farm specializes in _____. What else does it grow? _____

Mr. Smith's house is located in the _____ corner of the farm.

Mr. Smith's closest neighbor is _____. His house is _____ miles from Mr. Smith's house.

In the _____ corner of Mr. Smith's farm is an old farmhouse. Nobody lives there today. Why? _____

18

4-B Rural Neighborhoods Specialize

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: locating information on a map and transferring it to another map to discover generalizations.
- B. **Concept:** Rural neighborhoods specialize.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the word *specialization*. Point out that areas, like people, specialize in producing certain kinds of goods or services. This is called geographic specialization. Then discuss how farming is becoming more specialized. Point out that general farming, by which one farmer produces many crops, is declining. More farms are producing only those crops that grow best in their particular location. Ask the students the following questions:

- How does climate (temperature and rainfall) affect what a farmer produces? *(Some crops need a long growing season; some need a very warm and very moist climate; some need a cool or dry climate.)*
- How does the quality of the soil affect what a farmer produces? *(If the soil is not fertile enough for crops to grow, the land may be used for grazing.)*

- How does the shape of the land affect what a farmer produces? *(It is difficult to farm very hilly or rocky land. Such land may be used for grazing or for tree farms.)*

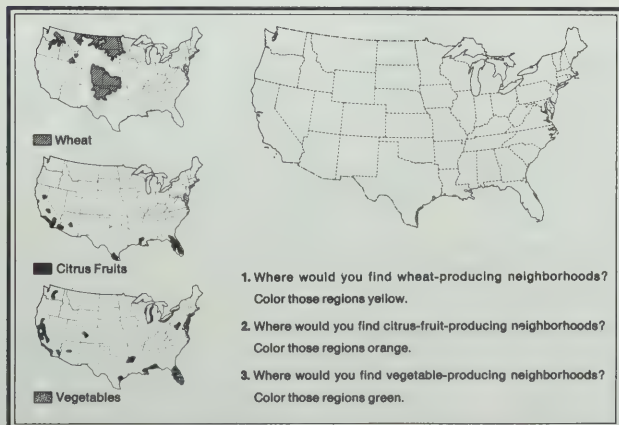
- B. **Let's Do:** Have the students study the maps on page 19 in their Problems Book. The maps on the left side of the page show areas of the United States that specialize in the production of certain farm products. Have them identify each crop whose location is shown. Then tell them to transfer the information from each small map to the larger outline map, using the color requested to identify each region.

- C. **Let's Think About:** Discuss why each region illustrated specializes in the product described. You may also wish to discuss the following problem: Suppose farmers in a rural neighborhood can produce more than one product profitably. What determines which product they produce?

III. PERFORMANCE EXPECTATION

Each student should be able to identify at least three specialized farming regions on a wall map of the United States and state at least one reason why each region specializes in its particular farm product.

4-B Rural Neighborhoods Specialize



4-C Farming Is a Business

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** As farming becomes big business, rural neighborhoods change.

II. PROCEDURE

- A. Let's Talk About:** Discuss how the efficient cultivation of large areas requires the use of large and expensive farm machinery. Explain how the use of machinery can cut down on the cost of farm production. Then discuss how and why the big farms, which in some parts of the country are often owned by corporations rather than by individuals, are pushing out many of the small farmers.
- B. Let's Do:** Tell the students to compare the two farms illustrated on page 20 in their

Problems Book. Then have them answer the questions at the bottom of the page.

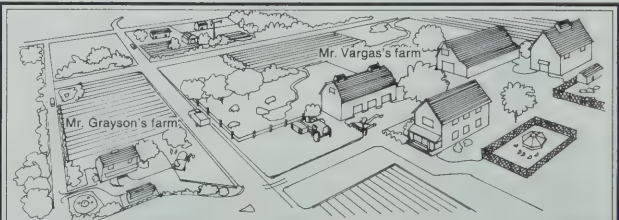
- C. Let's Think About:** Discuss the students' responses to the questions on page 20 in the Problems Book. Then ask the following questions:

- What can a small farmer who is not earning a profit do (other than sell his farm) to increase his income? (*Possibly change product, work part time in town*)
- If many small farmers sold their farms and moved to big cities, what new problems would they face?

III. PERFORMANCE EXPECTATION

Each student should be able to name various reasons why small farms are becoming fewer and fewer in number.

4-C Farming Is a Business



1. Whose farm is larger? _____
2. Whose farm has better machinery? _____
3. Which farmer probably earns a higher income? _____
4. What do you think will happen to Mr. Grayson's farm? _____
5. What do you think Mr. Grayson will do if he sells his farm? _____

5-A Building Houses Is Costly

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial material in order to reach conclusions.
- B. **Concept:** Building houses is very costly.

II. PROCEDURE

- A. **Let's Talk About:** Bring to class a variety of newspaper pictures of houses that are currently for sale. Then discuss how the price of a house is determined. Lead the students to discover that the price of a house is influenced by factors such as location, size, age, and demand. Ask them how each of these factors affects the price asked of the buyer. Then discuss some factors that contribute to the cost of building a new house. Ask the following questions:

- What special skills are needed to build a house? (*Skills of a carpenter, plumber, electrician, and so on*)
- What kinds of materials are needed to build a house?
- Where does one get the money to build a house?
- Will the borrower have to pay for the

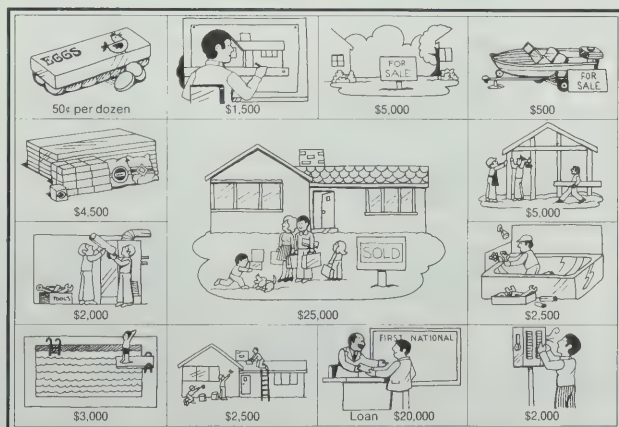
use of this money? (*Yes. Banks charge interest on loans.*)

- B. **Let's Do:** Have the students turn to page 21 in their Problems Book. Make sure they understand each picture. Then tell them to draw a line from each small picture that illustrates something that would affect the cost of a house to the picture of the house in the center of the page.
- C. **Let's Think About:** Write on the chalkboard the total cost, including interest, of the house pictured in the center of page 20 in the Problems Book. Explain that on a 25-year mortgage with interest at 8 percent the total paid on a \$25,000 house will be \$46,000. Help the students figure out how old they would be when a 25-year mortgage would be paid (32 or 33 years old). Ask them if they plan to buy a house on a mortgage someday.

III. PERFORMANCE EXPECTATION

Each student should be able to name a number of the major costs of building a house (cost of land, workers, materials, and loans).

5-A Building Houses Is Costly



5-B Different Ways to Build Houses

I. OBJECTIVES

- A. **Basic Skills:** Relating pictorial material to information acquired from the text and other sources in order to reach conclusions.
- B. **Concept:** Housing reflects the new ideas, discoveries, and inventions of architects and engineers.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the importance of good housing in our country. Explain that many people are in need of better housing. Consequently, many architects and engineers are looking for new ways to build good-quality houses at less cost and in less time. Review the story of Walter Gropius from the recorded lesson. Then have the students look at the two pictures of houses under construction on page 22 in their Problems Book. Ask them which picture shows traditional custom construction and which shows a new method. Explain that


the new method is called *modular construction*.

- B. **Let's Do:** Have the students answer the questions next to the pictures on page 22 in their Problems Book by writing "A" or "B" in the spaces provided. Discuss their responses.
- C. **Let's Think About:** Discuss how modular construction could affect the jobs of many specialists. Ask the students whether they think carpenters and bricklayers would favor widespread use of such construction. Ask them which groups of people would favor such construction. Then discuss how assembly-line production may result in uniform housing. Ask the students what problems, if any, this might cause.

III. PERFORMANCE EXPECTATION

Each student should be able to list at least two advantages and two disadvantages of modular construction of housing.

5-B Different Ways to Build Houses



Which picture fits the statement?

1. Many specialists are needed. _____
2. Machines are needed more than specialists. _____
3. Most of the work is done in a factory. _____
4. These houses usually cost less. _____
5. These houses can be built in less time. _____
6. Each house can be different. _____

6-A Stores and Offices Provide Services

I. OBJECTIVES

- A. **Basic Skills:** Constructing a simple chart after evaluating and classifying pictorial information.
- B. **Concept:** Stores and offices provide a variety of services for people.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the various services offered by neighborhood stores and offices. Explain that some stores provide a service by supplying goods in the quantity desired by the consumer. Other stores and offices provide a service by offering special skills.
- B. **Let's Do:** Have the students look at the pic-









tures on page 23 in their Problems Book. Tell them that all the stores and offices pictured provide services. Have them classify each store or office as a provider of goods or skills, or both, by placing an X in the appropriate box across from each picture number.

- C. **Let's Think About:** Discuss the services provided by the stores classified as offering both goods and skills.

III. PERFORMANCE EXPECTATION

Each student should be able to list various stores or offices in his neighborhood that provide goods or skills, or both.

6-A Stores and Offices Provide Services

		Goods	Skills	Both
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

6-B Big Store or Small Store?

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. **Concept:** Neighborhood stores and offices compete for customers.

II. PROCEDURE

- A. **Let's Talk About:** Have the students compare a neighborhood grocery with a supermarket. Discuss the differences between the two stores in size, number of customers, variety and volume of goods, number of owners, and amount of profit. Then ask the following questions:

- Is there a small grocery in your neighborhood?
- Do you and your mother ever go shopping in the store?
- Do you know the people who work in the store? Do they know you?
- Do you and your mother ever shop in a supermarket?
- Which kind of store do you like better? Why?

- B. **Let's Do:** Have the students look at the two pictures on page 24 in their Problems Book. Discuss what is happening in store A. Point

out that the people seem to know each other and that the owner is giving credit to a customer. Then discuss what is happening at store B. Point out that the store is crowded but the people are not talking to one another. There is a great variety of food. Customers are paying for their groceries at the counters. Next, tell the students to answer the questions on the page and discuss their answers.

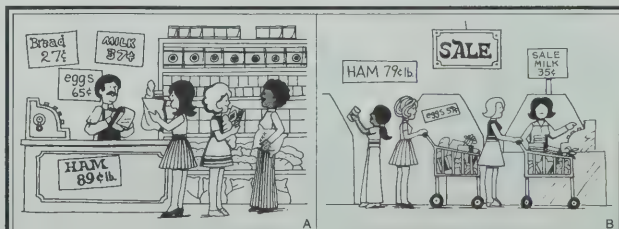
- C. **Let's Think About:** Explain that some neighborhood stores are closing because they cannot profitably compete with the larger stores. Ask the following questions:

- What could the owner of a small neighborhood store do to increase his business?
- What might replace his store if he had to close it?
- Do you think the supermarket will ever have to close because it does not make enough money? Why?

III. PERFORMANCE EXPECTATION

Each student should be able to name or list the advantages and disadvantages for a consumer of a small neighborhood grocery and of a large supermarket.

6-B Big Store or Small Store?



1. In which store would you find more kinds of goods? _____
2. In which store would the owner know more of the shoppers? _____
3. In which store could you buy your groceries for less money? _____
Why? _____
4. In which store could you charge your groceries? _____
5. Which kind of store do you like better? _____ Why? _____

6-C Where Would You Shop?

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: tracing a route on a map and using a legend.
- B. **Concept:** Because more people are using automobiles, neighborhood stores and offices lose customers to chain stores located downtown or in special shopping centers with improved parking lots.

II. PROCEDURE

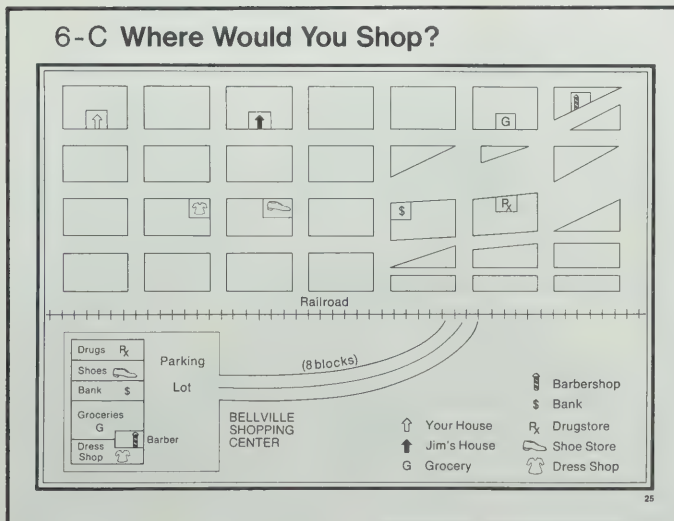
- A. **Let's Talk About:** Review some of the differences between a small neighborhood store and a chain store in a shopping center. Discuss some of the reasons people may prefer one store to another. (*Charge accounts, lower prices, location, better goods and services*) Then discuss the effect of automobiles on neighborhood stores. Ask the students if the stores in shopping centers offer lower prices and a greater variety of goods. Discuss their answers.
- B. **Let's Do:** Have the students look at the maps on page 25 in their Problems Book. Explain that each square is a city block. Tell them to pretend they are going shopping with their friend Jim and must stop at the

grocery, the barbershop, the bank, the drugstore, and the shoe store. Tell them to draw the shortest possible route from their house to each of the neighborhood stores and from their house to each store in the shopping center. Then ask the following questions:

- How far would you have to travel to shop at the neighborhood stores?
 - How far would you have to travel to shop at the shopping center?
 - Would many people shop at the shopping center because of the convenience of the parking lot? Why?
- C. **Let's Think About:** Discuss how the type of people and the degree of stability in a neighborhood can affect the growth of neighborhood stores and of shopping centers. (*People of similar backgrounds and interests may shop in neighborhood stores because the store owners would more readily supply what they want.*)

III. PERFORMANCE EXPECTATION

Each student should be able to explain why many neighborhood stores are going out of business.



7-A A Factory

I. OBJECTIVES

- A. Basic Skills:** Using pictorial information to help classify types of jobs.
- B. Concept:** Some factories need many skilled workers and few unskilled workers, whereas others need many unskilled workers and few skilled workers.

II. PROCEDURE

- A. Let's Talk About:** Discuss the meaning of the term *factory*. Then tell the students to look at page 26 in their Problems Book. Ask the following questions:

- Why is the building pictured a factory? (*It produces goods.*)
- Does each worker finish the instrument he works on?
- Does the factory produce instruments according to individual orders or in large amounts?
- Does each worker bring his own tools to work? Why, or why not?

Discuss the meanings of the terms *skilled* and *unskilled workers*. Explain that a skilled worker has received special training on the job, at a trade school, or at a university.

Unskilled workers have received little or no training. Ask the students to name various jobs for skilled and unskilled workers.

- B. Let's Do:** Tell the students that the picture on page 26 in their Problems Book shows people at work in a factory. Some groups of workers are circled and have letter labels. Tell the students to write "Skilled" or "Unskilled" on the blank next to each letter at the bottom of the page to indicate the type of job it represents.

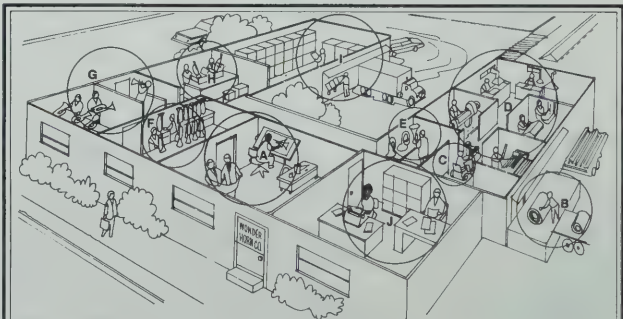
- C. Let's Think About:** Ask the students the following questions:

- Which jobs require expensive machines and which jobs require less expensive tools?
- When machines replace men on the job, how does this change affect unskilled workers?
- Why has education become so important today?

III. PERFORMANCE EXPECTATION

Each student should be able to classify a list of jobs as skilled or unskilled.

7-A A Factory



Find each lettered job in the picture. Write "Skilled" or "Unskilled" on the blank for the job.

- | | | | | |
|----------|----------|----------|----------|----------|
| A. _____ | C. _____ | E. _____ | G. _____ | I. _____ |
| B. _____ | D. _____ | F. _____ | H. _____ | J. _____ |

7-B Where Are the Markets?

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. **Concept:** Factory owners depend on other neighborhoods for customers.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the term *market*. Explain that a market is that time or place in which buyers and sellers trade goods and services for money. The market is the area to which the factories sell their goods. The size of a market is determined somewhat by time, since some goods are more in demand at certain times. A market exists wherever goods are available and there is a demand for them. The size of the market varies according to where the factory can sell its goods. Some factory goods are sold to a local market—that is, a city and its immediate surroundings. Some goods are sold to a regional market, which may include a number of states. Other goods may be sold throughout the United States and the world. The size of the market is determined










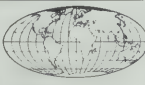
by the cost of transportation and the value, uniqueness, and perishability of the goods. All these factors must be considered together. If there are factories in your town, use them as examples to illustrate the differences in the size of the market.

- B. **Let's Do:** Discuss the symbols on the right side of page 27 in the Problems Book. Tell the students the goods shown in the other pictures were each produced in different factories. Have them indicate the size of the market for each factory by placing the number of the appropriate symbol in the box by each picture.
- C. **Let's Think About:** Discuss the students' answers. Then discuss the fact that there is a market for services as well as goods. For example, mail-order houses, clinics, and schools provide services that have markets of different sizes.

III. PERFORMANCE EXPECTATION

Each student should be able to classify other factory-produced goods by the potential size of their markets (local, regional, national, or world).

7-B Where Are the Markets?

		
<input type="checkbox"/>	<input type="checkbox"/>	1. Local
		
<input type="checkbox"/>	<input type="checkbox"/>	2. Regional
		
<input type="checkbox"/>	<input type="checkbox"/>	3. National
		
		4. World

7-C Where Would You Locate Your Factory?

I. OBJECTIVES

- A. **Basic Skills:** Using information gathered from a map and a chart to make a decision.
- B. **Concept:** Factories are usually located in neighborhoods that have adequate land and where workers, good transportation, water, and power are available.

II. PROCEDURE

- A. **Let's Talk About:** Discuss why the availability of good transportation is important to factories. (*Access to markets; ease of getting materials and workers to the factory*) Then review some of the factors an owner must consider when choosing a location for a new factory. (*Raw materials, land, energy, workers, and transportation*) Discuss some of the benefits, such as employment opportunities and new businesses, that a factory can bring to a neighborhood. Point out that housing developments for workers, and new schools and stores, can be developed on the land surrounding a factory. Remind the students

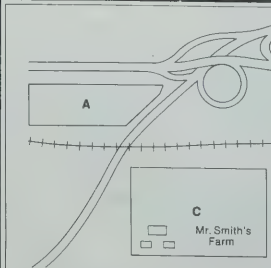
that many towns have grown up around factories built in rural or unincorporated areas.

- B. **Let's Do:** Tell the students to pretend they are businessmen looking for the best place to build a new clothing factory. Then have them look at the map on page 28 in their Problems Book. They must choose site A, a lot on the edge of town; site B, a block where houses are being torn down; or site C, a farm for sale. Ask them to complete the chart by determining what quality of transportation is available at each site. Next, have them answer the questions on the page.
- C. **Let's Think About:** Discuss some of the environmental problems that might be produced by a factory in the neighborhood.

III. PERFORMANCE EXPECTATION

Each student should be able to list a number of factors one must consider when choosing a location for a new factory.

7-C Where Would You Locate Your Factory?



	A	B	C
Land	75 acres	50 acres	120 acres
Water	City	City	Farm
Electricity	Pipes	Pipes	Well
Transportation	Good	Good	Fair

What You Have to Think About:

1. Is there enough land?
2. Is there enough water?
3. Is there enough electricity?
4. Is there good transportation?

5. Other things?

Which location is best for your factory? _____

Why? _____

8-A Raw Materials Become Finished Products

I. OBJECTIVES

- A. **Basic Skills:** Interpreting, evaluating, and matching pictorial information.
- B. **Concept:** A variety of raw materials are grown or mined in different neighborhoods throughout the country.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the term *raw materials*. Tell the students that some raw materials are farmed and others are mined. Ask the students what factors (land, labor, and machinery, for example) are necessary for the production of raw materials. Then discuss the difference between raw materials and manufactured goods. Give some examples. You might explain that a pencil is a finished product manufactured from the raw materials wood and graphite.
- B. **Let's Do:** Have the students turn to page 29







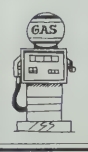





in their Problems Book. Ask them to match each finished product pictured across the bottom of the page with its raw material(s) pictured at the top of the page. Then have them mark an *F* (for farm) or an *M* (for mine) in the box below each raw material to indicate where it was produced.

- C. **Let's Think About:** Discuss how the production of raw materials can affect the growth of a neighborhood. Then discuss what might happen to a neighborhood if its raw materials were depleted or if a substitute for any of them were discovered and marketed.

III. PERFORMANCE EXPECTATION

Each student should be able to list various finished products and the raw materials used to produce them.

8-A Raw Materials Become Finished Products

8-B Buyers Meet Sellers

I. OBJECTIVES

- A. **Basic Skills:** Relating pictorial information gained from the text and other sources in order to answer questions.
- B. **Concept:** Producers of raw materials compete in a special market of their products.

II. PROCEDURE

- A. **Let's Talk About:** Referring to the picture on page 30 in the Problems Book, discuss how the commodity exchange operates. Explain that groups of producers of raw materials from all over the world have representatives at the market. These representatives try to sell at the highest possible price. Representatives of buyers try to buy at the lowest possible price. The price they agree on is the market price for that time.
- B. **Let's Do:** Have the students answer the questions on page 30 in their Problems Book and discuss their answers.
- C. **Let's Think About:** Ask the students the following questions:
 - What happens to an individual pro-

ducer of wheat when the price of his product falls? (*Low income*)

- What might he try to do the next year to earn a higher income? (*Grow more wheat*)
- If many farmers produced more wheat, what would happen to the overall supply? (*Increase*)
- If the supply increases, but the consumer demand does not change, what happens to the price of wheat? (*Goes down*)
- How does the price of wheat affect the price of manufactured wheat products such as cereal? (*It affects the price somewhat, but other production costs are important factors also.*)

III. PERFORMANCE EXPECTATION

Each student should be able to describe what happens to the price of a given commodity when there are increases or decreases in the supply or the demand.

8-B Buyers Meet Sellers



1. Is every small producer of wheat at this market? _____
2. Could buyers and sellers of wheat be competing with other buyers and sellers of wheat from their neighborhood? _____ their state? _____ their country? _____ other countries? _____
3. Why do these people try to keep the price of wheat up? _____
4. Who buys the wheat? _____

8-C From Forest to Furniture to You

I. OBJECTIVES

- A. **Basic Skills:** Interpreting data on a map in order to reach logical conclusions.
- B. **Concept:** People working in the neighborhood where raw materials are produced depend on factories outside these neighborhoods to buy the raw materials.

II. PROCEDURE

- A. **Let's Talk About:** Discuss why people in manufacturing neighborhoods earn higher incomes than people in raw-material neighborhoods. Point out that the finished product is more valuable than the materials in their unfinished state. Ask the following questions:
 - Why is the price of manufactured goods higher than the price of raw materials?
 - Could the raw-material producer increase his profit if he also produced manufactured goods? Would this be practical? How would it affect his

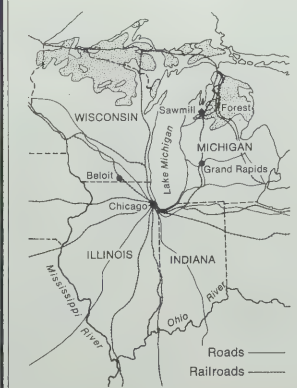
costs? (*More land, workers, and buildings, but decreased transportation cost; no middleman*)

- B. **Let's Do:** Have the students look at the map on page 31 in their Problems Book. Tell them the map shows where timber travels from a forest in northern Michigan to a sawmill, a wholesaler, a retail store, and finally to a home in Beloit, Wisconsin. Have them identify the logical form of transportation necessary at each step along the route.
- C. **Let's Think About:** Discuss the importance of good transportation to producers of raw material.

III. PERFORMANCE EXPECTATION

Given the location of a mine, processing plant, manufacturing plant, warehouse, and store, students should be able to describe step by step the most efficient forms of transportation for material—from mined ore to consumer purchase of the finished product.

8-C From Forest to Furniture to You



1. Automobile
2. Truck
3. Train
4. Boat
5. Airplane
6. Walking
7. Bicycle

What Kind of Transportation Would You Choose?

Forest to sawmill _____

Sawmill to Grand Rapids furniture company _____

Furniture company to wholesaler in Chicago _____

Wholesaler to furniture store in Beloit _____

Furniture store to your home _____

Roads _____

Railroads _____

9-A The Government Helps Meet Neighborhood Needs

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. **Concept:** Many needs of the neighborhood that are not met by family, friends, or volunteers are often met by government.

II. PROCEDURE

- A. **Let's Talk About:** Tell the students that different neighborhoods have different problems. Ask them to name some problems of their own neighborhood and some problems of other neighborhoods in their town. Explain that the government often helps neighborhoods to solve their problems. The government will help a neighborhood when the following situations exist: the residents are angry or impatient; the government has ample tax money to spend; city leaders feel that a problem in one neighborhood, such as a public health problem or a run-down condition, can hurt the whole city. The government uses tax money to provide goods and services that will help solve such problems. Because there is such a great variety

of problems, it is very difficult for the government to decide which problem is most important and should be taken care of first.

- B. **Let's Do:** Instruct the students to turn to page 32 in their Problems Book. Tell them to draw a circle around each neighborhood problem that they see in the picture. Next, they should decide which problems are most important and should be taken care of first. Have them indicate their decisions by writing the numbers 1, 2, and 3 inside three of the circles they have drawn.

- C. **Let's Think About:** If the students have selected different priorities, ask them how they can agree on the most important problems. (*Money and values are important factors.*) Then ask the following questions:

- How can the problems pictured be solved?
- Will the government pay for solving some of the problems? If so, how?

III. PERFORMANCE EXPECTATION

Each student should be able to name or list a number of goods or services needed by his neighborhood and provided by the government.

9-A The Government Helps Meet Neighborhood Needs

Directions: Circle each neighborhood problem shown in the picture. Decide which problems should be taken care of first. Write 1, 2, or 3 in the circles of the most important problems.



9-B Election Time

I. OBJECTIVES

- A. **Basic Skills:** Evaluating pictorial information and relating it to information gained from other sources in order to answer questions.
- B. **Concept:** The neighborhood has within it the political machinery for turning needs into political demands.

II. PROCEDURE

- A. **Let's Talk About:** Discuss how political groups such as the Democratic and Republican parties help decide which people and laws voters can vote for on election day. Then discuss what individuals can do to get their political demands met and to put the candidates of their choice on the ballot. Explain that individuals can work independently or for a group that is interested in political decisions. Often the latter is more effective. Have the students name some

neighborhood needs that can be turned into political demands. (*Street repair, sanitation, a new school or hospital, and so on*)

- B. **Let's Do:** Tell the students that the picture on page 33 in their Problems Book shows a small Spanish community in New Mexico. Point out some of the needs of this neighborhood such as new schools and industries. Have them study the picture and answer the questions on the page. Then discuss their answers.

- C. **Let's Think About:** Discuss what neighbors can do when they feel that their needs and problems are being ignored by government officials.

III. PERFORMANCE EXPECTATION

The students should be able to conduct a mock election for town council, selecting candidates from their neighborhood, developing the issues, and staging the campaign.

9-B Election Time



1. What does this neighborhood need to make it better?
2. What are the people doing to get these things?
3. Do you think they will get the things they need?
4. Why, or why not?

9-C City Governments Make Decisions That Affect Neighborhoods

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using a legend and interpreting land use.
- B. **Concept:** The well-being of the neighborhood will be influenced by the willingness of neighbors to voice their demands to the government.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the responsibilities of a city government. Tell the students that the city government establishes land-use zones within the city. Explain that zones determine where factories, schools, and houses may be built. Ask them why zoning is important. Then discuss what people can do if they disagree with the zoning laws because of dangerous conditions, environmental damage, or other reasons.
- B. **Let's Do:** Read the students the story on page 34 in their Problems Book. Tell them they must consider the advantages and disadvantages of each possibility before they vote. Then point out the map legend and explain its function. Discuss the word *symbol* and the necessity for symbols in maps. Have the students find the areas where houses and apartments are being built. Ask them how the new buildings will

affect the area. (*Bring in more people and traffic*) Next, have them locate the land area discussed in the story and vote by placing one of the symbols in the area. Ask them the following questions:

- How would a new factory affect the neighborhood?
- How would a new school affect the neighborhood?

Then tell them to write their reason(s) for voting as they did.

- C. **Let's Think About:** Ask the following questions:

- Does a factory necessarily have to make a neighborhood ugly?
- Is it possible that the neighborhood might have a greater need for a new school if the factory is built? (*More families with more children will move in.*)
- Can you find another place on the map where the school could be built?

III. PERFORMANCE EXPECTATION

Each student should be able to develop a simple land-use map for his own neighborhood, showing residential, business, industrial, and recreation areas.

9-C City Governments Make Decisions That Affect Neighborhoods

The map shows a city grid with streets: AVE, HIGHWAY, STREET, DRIVE, and HIC/WAY. Land uses include Grade School, High School, and various residential areas. A river is at the bottom. A legend indicates: Houses (white square), Apartments (white square with a dot), Houses being built (square with a cross), and Apartments being built (square with a dot and cross). A compass rose shows North, South, East, and West.

Factory owners want to build their large machine factory on the land between Calvert Street and Linden Highway, east of Wood Avenue. It is a good place because it is close to the river and the highway. The factory owners will pay a high price. The city owns the land and needs the money.

The neighbors do not want a factory. It will spoil their pretty neighborhood. They want the land to be used for a new grade school. The old school is too crowded.

You are on the city council. You must make a decision. Draw F on the land if you vote for a factory. Draw S on the land if you vote for a new school. Explain your vote here:

10-A There Ought to Be a Law

I. OBJECTIVES

- A. Basic Skills:** Reaching a value judgment after interpreting pictorial material.
- B. Concept:** The problems encountered in fostering justice in neighborhoods include these imbalances:
- Conflicting values
 - The gap between ideals or rights, such as those stated in the Bill of Rights, and what is actually practiced by society
 - The gap between technological change and the protection of human rights
 - The uneven distribution of economic and political power between regions, classes, and ethnic groups

II. PROCEDURE

- A. Let's Talk About:** Explain that laws often reflect the customs that people feel are particularly important. Laws should not be based only on the ideas that most people share. They should be fair to *all* people. Deciding what laws to make is sometimes difficult for lawmakers, because people differ in their ideas about what is fair. Discuss some of the different opinions the students

have about classroom rules. Then extend the discussion to laws that affect neighborhoods.

- B. Let's Do:** Have the students look at the pictures on page 35 in their Problems Book. Tell them to decide whether each picture illustrates a practice they believe should be prohibited by law. Have them indicate their answer by marking an X in the box labeled "Yes" or the box labeled "No." Then ask them to write (in a single sentence) the reason for their decision.
- C. Let's Think About:** Discuss the students' reactions to each situation. Ask them to make up their own rules for each situation. Have them state the rule and the punishment for violation they would recommend. Then discuss the importance of behaving fairly toward others even when there are no stated rules to guide behavior.

III. PERFORMANCE EXPECTATION

Each student should be able to cite at least one issue in his neighborhood that is causing a legal controversy and explain why.

10-A There Ought to Be a Law



Yes ☐ No ☐



Yes ☐ No ☐



Yes ☐ No ☐



Yes ☐ No ☐

10-B What Is Fair?

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** Fairness and justice are important values that are determined by our interest in welfare and well-being and our ideas of peace and mercy.

II. PROCEDURE










- A. Let's Talk About:** Discuss the meaning of the word *fairness*. Then ask the following questions:
- Is it fair to call the police if a neighbor makes so much noise that you cannot sleep at night?
 - Is it fair to put someone in jail because he cannot pay his bills?
 - Is it fair to neglect a neighbor who has lost his job?
- B. Let's Do:** Have the students look at the pic-

tures on page 36 in their Problems Book. Tell them to indicate whether they think the situations pictured are fair or unfair by marking an X in the appropriate box below each picture.

- C. Let's Think About:** Discuss with the students the reasons for their answers. Then ask questions such as the following:
- How did you decide whether each action was fair or unfair?
 - Is it necessary to consider other persons?
 - If people always behave fairly, what will be the results?
 - Can you name some fair actions other than those pictured?

III. PERFORMANCE EXPECTATION

Each student should be able to define *fairness* in his own words.

10-B What Is Fair?		
 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	 <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

10-C Laws in the Neighborhood

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using a legend to interpret a map; marking symbols on a map to indicate areas not already shown.
- B. **Concept:** In most cities, land use (zoning) and the procedures for rezoning are established by law.

II. PROCEDURE

- A. **Let's Talk About:** Tell the students that every city has many different kinds of laws. Then explain that one kind of regulation—zoning—tells how the land in different neighborhoods can be used. Nearly all cities have zoning laws. In most cities, land is divided up so that some neighborhoods have only houses, some have stores, some have factories, and still others may have a mixture. Sometimes people wish to use the land or a building for some purpose that would not be allowed by the zoning laws. In most cities, these people can go to the zoning commission or to the city council and ask that the law be changed to allow their request.
- B. **Let's Do:** Have the students study the map on page 37 in their Problems Book. Tell them the legend tells how the neighborhood

is zoned for use. Since it is a fairly new city neighborhood, much of the land has not been used for building yet. Have them pretend that they are members of the zoning commission who must consider requests for changes in the zoning laws. (Read the requests to the class.) Have the students locate the place in question on the map and raise whatever questions they think are relevant to their making an intelligent decision. After they have discussed each request thoroughly, have them vote by writing either "For" or "Against" in the blank. If they vote "For," have them insert the appropriate symbol at the correct location on the map.

- C. **Let's Think About:** Discuss some other requests that might come before the commission concerning this neighborhood. Ask what might happen to the zoning laws if many requests for changes were granted.

III. PERFORMANCE EXPECTATION

Students should be able to simulate a meeting of members of their local zoning commission and consider "changes" requested within their own neighborhood.

10-C Laws in the Neighborhood

These requests must be voted upon at this week's city council meeting. As one of the councilmen, how would you vote, for or against?

1. The owners of a shoe factory would like to build on the corner of Cone Street and Hunt Avenue. _____
2. Mrs. Forly, who lives on Market Avenue between Garden Street and Pike Street, asks if she can have a beauty shop in her home. _____
3. The bank downtown would like to put a branch bank on Gold Road. _____
4. Mr. Stone wants to put a gas station on the corner of Pike and Darley. _____
5. If he can't put the gas station where he wants it, Mr. Stone would like a suggestion from the council for a good location. Where would you suggest he build the gas station? Draw the gas station symbol on the map where you think a good location would be.

Map Legend:

Zoned for factories

Zoned for houses

Zoned for businesses

Railroad

N
W E S

Shoe factory

Bank

Beauty shop

Gas station

10-D Policemen Help Neighbors

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** The job of the law-enforcement officer is to see that people obey the law and also to protect people from those who break the law.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the different levels of law enforcement: federal, state, and local. Then discuss various ways policemen can help a neighborhood. Ask the following questions:
 - Are policemen helping neighborhoods when they solve a crime such as a robbery? If so, how?
 - How can you help policemen enforce the law in your neighborhood?
- B. **Let's Do:** Tell the students that the pictures on page 38 in their Problems Book show






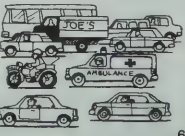
various ways that policemen help neighborhoods. Have them indicate in the space provided how each policeman pictured is helping the neighborhood. After they have completed the exercise, discuss each of the pictures.

- C. **Let's Think About:** Discuss some of the rules that regulate the actions of law-enforcement officers. For example:
 - The law must be applied to everyone the same way.
 - The meaning of a law must be clear.
 - A person must be informed of his rights when he is arrested.
 - A law passed today cannot be applied to something a person did yesterday.

III. PERFORMANCE EXPECTATION

Each student should be able to draw pictures illustrating a number of ways that policemen help neighborhoods.

10-D Policemen Help Neighbors

Policemen help neighborhoods in many ways. How is the policeman helping in each picture?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

11-A What Should John Do?

I. OBJECTIVES

- A. **Basic Skills:** Making value judgments based on information provided in pictures.
- B. **Concept:** Volunteer work is a great exercise of freedom, because each volunteer decides what he wishes to do.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of *volunteering*. Remind the students that to be a volunteer takes time and talent that could be put to personal use. Consequently, a person who thinks he wants to be a volunteer has some difficult decisions to make. He must decide which activities are more important and which less important. Then he should plan his use of time so that he can meet his goals.
- B. **Let's Do:** Have the students turn to page 39 in their Problems Book. Read the copy with them. Then review the pictures. Point out that some pictures show John involved in family responsibilities; some show him meeting personal needs; some show him at

play; and others show him participating in volunteer activities. Remind the students that John has only eight hours on Saturday. He has to choose his activities carefully to get the most out of the eight hours. Have the students follow the directions to complete the exercise.

- C. **Let's Think About:** Discuss the students' responses. Help the students conclude that when we take the time to do one thing, we forgo using that time for other activities. Thus, making a choice is extremely important in considering volunteer work. Encourage the students to think about how much work would not be done if there were no volunteers. Ask them to name volunteers in their own families.

III. PERFORMANCE EXPECTATION

Each student should be able to choose a voluntary activity he can perform at home or at school or in his neighborhood, and to plan his time so that he can carry out the activity.

11-A What Should John Do?

It is Saturday. There are many things John can do. Some things he must do. Some things he can do as a volunteer. Put a V in the circle under those tasks that John could do as a volunteer helper. John has to decide what to do between 8 A.M. and 4 P.M. Put an X in the box under those activities you would do if you were John.

 2 hours <input type="checkbox"/> <input type="checkbox"/>	 1 hour <input type="checkbox"/> <input type="checkbox"/>	 2 hours <input type="checkbox"/> <input type="checkbox"/>	 3 hours <input type="checkbox"/> <input type="checkbox"/>
 1 hour <input type="checkbox"/> <input type="checkbox"/>	 3 hours <input type="checkbox"/> <input type="checkbox"/>	 1 hour <input type="checkbox"/> <input type="checkbox"/>	 1 hour <input type="checkbox"/> <input type="checkbox"/>

39

11-B A Trip with a Volunteer Medic

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using written and cardinal directions to locate a specific route on a neighborhood map.
- B. **Concept:** Volunteers meet many needs that are not met by individuals, commercial services, or government.

II. PROCEDURE

- A. **Let's Talk About:** Review different kinds of public volunteer jobs. Then discuss the kinds of tasks a medic might perform. Tell the students that they will have a chance to see what it might be like to be a volunteer medic.
- B. **Let's Do:** Discuss the neighborhood map on page 40 in the Problems Book. Then review the cardinal directions and the direction symbol in relation to the map. Point out that the small squares on the map represent houses. Then ask questions such as the following:

- On which side of the map is the high school? (*West*) If the students say "left," refer them to the cardinal-direction arrows indicated on the map.
- Your office is marked with an X on the map. On what street is your office?

Instruct the students who read well to read the exercise independently. Read the directions aloud to the rest of the class, having them complete each part as you read it.

- C. **Let's Think About:** Discuss how the life of a volunteer medic is different from that of a regular doctor or nurse. Point out that a regular doctor or nurse earns income by charging fees, whereas a volunteer medic earns little, if anything. Discuss other kinds of volunteer workers one might find in a neighborhood such as the one shown.

III. PERFORMANCE EXPECTATION

Each student should be able to interpret a map to find specific locations.

11-B A Trip with a Volunteer Medic

You are a volunteer medic. The map shows the neighborhood where you work. Use a pencil or crayon to follow today's route.

TODAY'S ROUTE

From your office on Second Street, you go to visit Mr. Smith, who lives on the corner of George Avenue and Second Street. From there you make two stops on Free Avenue, south of George Avenue. Then you call your office. Your secretary tells you that Mr. Fox needs some medicine. He lives on Dale Avenue between Second and Third. You pick it up at the drug store, which is northwest of the hospital, and drop it off on your way to a meeting at the high school, which is on Third Street. After the meeting you go to your home on Temple Road.

11-C Neighborhood Volunteers

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial material.
- B. **Concept:** As changes occur in society and the economy, the nature of volunteer work changes.

II. PROCEDURE

- A. **Let's Talk About:** Explain that the work done by volunteers has varied. In the past, neighbors volunteered to help each other in an informal way. Today, the government does many things once done by individual volunteers. Discuss the development of formal volunteer organizations. Point out that these organizations rely on donations and the voluntary services of experts in various fields.
- B. **Let's Do:** Tell the students that the picture on page 41 in their Problems Book shows

a neighborhood in the early 1900s that has many problems. Ask them whether they think the neighborhood was rich or poor. Then discuss the neighborhood problems. Ask the students if some of these problems exist today. Then have them answer the questions below the picture on a separate sheet of paper.

- C. **Let's Think About:** Discuss the students' answers. Then ask the following questions:

- Why was volunteer work so badly needed in the past? (*Few public needs were satisfied by the government.*)
- Why are more volunteers available today? (*More time and money*)

III. PERFORMANCE EXPECTATION

Each student should be able to list various services that could be rendered by volunteers.

11-C Neighborhood Volunteers



1. What problems can you find in this picture?
2. How could volunteers help solve each problem?
3. Which problems could be solved in the neighborhood?
4. Which problems cannot be solved without outside help?

12-A What Keeps Neighbors Together?

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information.
- B. Concept:** Many factors keep people together in a neighborhood.

II. PROCEDURE

- A. Let's Talk About:** Ask the students how the people of their neighborhood are alike. Explain that having beliefs, interests, traditions, or problems in common helps people work together. Then ask questions such as the following:
- Do most of the people in your neighborhood have homes of the same kind?
 - Do they have similar jobs?
 - Are they of the same nationality, race, or religion?
 - Do they share the same beliefs and interests?
- B. Let's Do:** Have the students look at the picture of a neighborhood on page 42 in their Problems Book. Then have them mark an X in front of each factor that keeps people

together in the neighborhood pictured. After they have completed the exercise, discuss their answers.


- C. Let's Think About:** Discuss why people of similar backgrounds, ages, or occupations are attracted to one another and tend to live near one another. Emphasize the fact that many different people of many different backgrounds live in the United States, so if a neighborhood or city wants to be united, people must understand one another. Then ask the following questions:

- What would happen to a neighborhood or city if the people associated only with others of the same background?
- Do you want to learn about people who may be different from you?

III. PERFORMANCE EXPECTATION

Each student should be able to draw a neighborhood scene and tell what forces keep the people together in that particular neighborhood.

12-A What Keeps Neighbors Together?



Check (✓) each thing that tells what keeps these neighbors together.

_____ 1. Same jobs	_____ 5. Same hopes for the future
_____ 2. Same religion	_____ 6. Common traditions
_____ 3. Same nationality	_____ 7. Working together
_____ 4. Same race	_____ 8. Same income

12-B What Keeps Neighbors Apart?

I. OBJECTIVES

- A. Basic Skills:** Interpreting, evaluating, and classifying pictorial information.
- B. Concept:** Sometimes conflicts that keep people apart arise between groups within the neighborhood, or between neighborhoods.

II. PROCEDURE

- A. Let's Talk About:** Discuss various causes of conflict between groups and neighborhoods. Be sure to mention the following:
- Conflict because of competition over jobs, money, space, or government resources
 - Conflict because one group is more powerful
 - Conflict because of certain characteristics of the groups such as color, religion, or traditions
- B. Let's Do:** Have the students look at the pairs of pictures on page 43 in their Prob-

lems Book. Then read the five factors that can keep neighbors together but can also cause conflict between groups or neighborhoods. Ask the students which factor or factors are keeping each group of people together (eight groups). Then have them write the number of the factor or factors causing conflict between the groups in the small box below each pair.

- C. Let's Think About:** Discuss how a lack of communication can result in a lack of understanding between groups. Explain that this, in turn, can result in the loss of talent, property, and energy for neighborhoods, cities, and the country.

III. PERFORMANCE EXPECTATION

Each student should be able to list various factors that can keep one group of people together but cause conflict with other groups of people or neighborhoods.

12-B What Keeps Neighbors Apart?

Religion 1	Nationality 2	Goals 3	Education 4	Income level 5

43

13-A Neighborhoods Change

I. OBJECTIVES

- A. **Basic Skills:** Interpreting pictorial information.
- B. **Concept:** Neighborhoods change in many ways.

II. PROCEDURE

- A. **Let's Talk About:** Discuss any changes in the students' neighborhood. Discuss the reasons for the changes. Review the various ways neighborhoods can change:
- Changes in use of land
 - Changes in use of buildings
 - Changes in streets and roads
 - Changes in people
- B. **Let's Do:** Have the students study the two pictures of the same neighborhood on page 44 in their Problems Book. Discuss the changes that have taken place. Then have them circle and number on the picture each change listed at the bottom of the page. Next tell them to write A, B, or C in the space provided to show the appropriate gen-

eral change listed at the bottom right of the page.

- C. **Let's Think About:** Discuss possible reasons for the changes made in the neighborhood pictured on page 44 in the Problems Book. Then ask the following questions:

- Do you think the people of the neighborhood like the changes that were made? Would they complain about any?
- Did the changes make the neighborhood better?

Discuss the fact that as people attempt to improve their lives, they change the environment. Explain how one change can cause many other changes.

III. PERFORMANCE EXPECTATION

Each student should be able to list changes in streets and roads, the use of land, or the use of buildings that have been made in his neighborhood.

13-A Neighborhoods Change

Circle these changes on the picture. Then write A, B, or C to show the kinds of changes that were made:

1. Houses built on wooded area _____	A. Use of land changed
2. Old homes made into offices _____	B. Use of buildings changed
3. Streets made wider _____	C. Streets and roads changed
4. Classrooms added to school _____	
5. Factory built on farmland _____	

13-B Changes Can Cause Problems

I. OBJECTIVES

- A. **Basic Skills:** Interpreting pictorial information and using inductive reasoning.
- B. **Concept:** One change in the neighborhood can bring about other changes that may create problems.

II. PROCEDURE

- A. **Let's Talk About:** Ask the students if any changes were ever made in their neighborhood that led to other changes and eventually led to problems. Then ask the following questions:

- How can building better or broader roads change the use of buildings and the size of a neighborhood?
- If the population of a neighborhood changes, how may the number of stores and homes and the sizes of schools be affected?
- When old neighborhood buildings are torn down to make room to build new ones, what other changes might occur?

- B. **Let's Do:** Have the students look at the pictures on page 45 in their Problems Book.









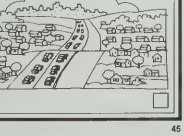
Tell them that pictures A, B, and C each illustrate a change occurring in a neighborhood. The pictures in the middle column illustrate problems that were created by one of the changes. These problems in turn created more problems—illustrated in the right column. Have the students indicate which change caused each problem by writing the appropriate letter in the box under each problem illustrated.

- C. **Let's Think About:** Discuss the fact that when changes are made for the betterment of a certain group of people, problems may be created for other groups. It is difficult to bring about changes in such a way that no group is hurt. This should be a major concern of the leaders of a city. They should not make changes in one neighborhood that might hurt other neighborhoods.

III. PERFORMANCE EXPECTATION

Each student should be able to list one potential neighborhood change and the problems that it might create in his own neighborhood.

13-B Changes Can Cause Problems

 A	 <input type="checkbox"/>	 <input type="checkbox"/>
 B	 <input type="checkbox"/>	 <input type="checkbox"/>
 C	 <input type="checkbox"/>	 <input type="checkbox"/>

45

14-A Is There a Problem? Whose Problem Is It?

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information and constructing a simple chart.
- B. **Concept:** Man must learn to recognize problems and must be willing to solve them.



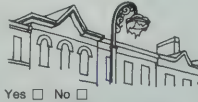

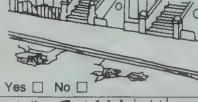



II. PROCEDURE

- A. **Let's Talk About:** Tell the students that when man lives in society, he must learn to recognize when something is wrong. When people in a neighborhood think that their neighborhood is not what they want it to be, the neighborhood has a problem. Ask the following questions:
 - What kinds of problems could a neighborhood have?
 - Where can a neighborhood get help to solve its problems? (*Neighbors, government, businesses, and so on*)
 - What might happen to the neighbors' morale and the condition of the neighborhood if the study and solution of problems were neglected?

- B. **Let's Do:** Have the students look at the eight pictures on page 46 in their Problems Book. Tell them to indicate whether or not each scene illustrates a problem by marking an X beside "Yes" or "No." Next, have them indicate which scenes illustrate one person's problem or a neighborhood problem by placing an X across from the picture number in the appropriate column of the chart.
- C. **Let's Think About:** Discuss why the sooner people discover a problem in their neighborhood or in their own homes, the easier the solution will be.

III. PERFORMANCE EXPECTATION

Each student should be able to list various neighborhood problems that could be solved easily if recognized early.

14-A Is There a Problem? Whose Problem Is It?		
	One Person's	Neighborhood
1		 Yes <input type="checkbox"/> No <input type="checkbox"/>
2		 Yes <input type="checkbox"/> No <input type="checkbox"/>
3		 Yes <input type="checkbox"/> No <input type="checkbox"/>
4		 Yes <input type="checkbox"/> No <input type="checkbox"/>
5		 Yes <input type="checkbox"/> No <input type="checkbox"/>
6		 Yes <input type="checkbox"/> No <input type="checkbox"/>
7		 Yes <input type="checkbox"/> No <input type="checkbox"/>
8		 Yes <input type="checkbox"/> No <input type="checkbox"/>

14-B Neighbors Must Face Problems Together

I. OBJECTIVES

- A. **Basic Skills:** Using the problem-solving approach to arrive at a solution for a problem, and using a map to support observations.
- B. **Concept:** Man must learn to recognize problems and be willing to solve them.

II. PROCEDURE

- A. **Let's Talk About:** Study the technique for problem solving explained in the Teacher's Resource Guide before doing this exercise. Then review the technique with the students.
- B. **Let's Do:** Read the story on page 47 in the Problems Book to the students. Then work with them to fill in the first five steps in problem solving. To help them with step 4, tell them that many accidents have occurred on Fairfax; many students have been unable to get to school; students are getting home late because they must take the bus; many traffic jams have been caused by parents coming to the school to pick up their children; and there are many parking prob-

lems. Tell them to draw inferences from the story and the map in order to fill in steps 1, 2, 3, and 5. Have the class form several committees to discuss possible solutions to the problem. If, as members of the school board, they accept the parents' solution, there is no further problem. If, however, as members of the school board, they feel it is not a practical suggestion, they must find an alternative solution. The parents might also have an alternative solution in case their first proposal is not accepted. This is an open-ended situation. Several solutions would be acceptable if the students have logical reasons.

- C. **Let's Think About:** Discuss new problems that may arise in the process of attempting to solve the original problem.

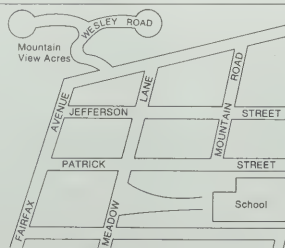
III. PERFORMANCE EXPECTATION

Each student should be able to analyze a problem in his school, neighborhood, or town by using the steps listed on page 47 of the Problems Book.

14-B Neighbors Must Face Problems Together

Many people have moved into Mountain View Acres. Fairfax has become a busy street. A new school was built. But the children have to cross Fairfax Avenue to get to school. The parents are unhappy. They get together and decide on a possible solution. Buses can pick up the children and take them to school. They are going to talk to the school board.

Pretend you are a member of the school board. Do you like the parents' solution? Can you think of a better solution?



- | | |
|--|--|
| 1. Observe the problem. _____ | 4. Measure the problem. _____ |
| 2. Ask the big question about the problem. _____ | 5. Find out the causes of the problem. _____ |
| 3. How does the problem affect the neighbors' lives? _____ | 6. Solve the problem. _____ |

14-C Neighbors Solve Problems

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** Neighbors can work together to solve common problems.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the steps that neighborhood people or specialists must follow to understand and solve a problem:

- Recognize and observe the problem.
- Define the problem by asking a "big" question.
- Determine what various people think about the problem.
- Measure the problem.
- Discover the causes of the problem.
- Determine solutions to the problem.

Then ask the students to discuss problems that exist in their neighborhood and what is being done to solve them.

- B. **Let's Do:** Tell the students that the picture on page 48 in their Problems Book shows Echo Valley after its problems have been solved. Ask the following questions concerning Echo Valley's problems:

- How were the farmers affected when

the trees along the Echo Creek and on the hill were cut down? (*No trees to hold down water; floods every spring*)

- How did the people of Echo Valley solve the flood problem? (*Built a dam and planted trees*)
- How could the people of Pineboro profit from the dam? (*Recreation; tourists; farmers making and spending more money*)

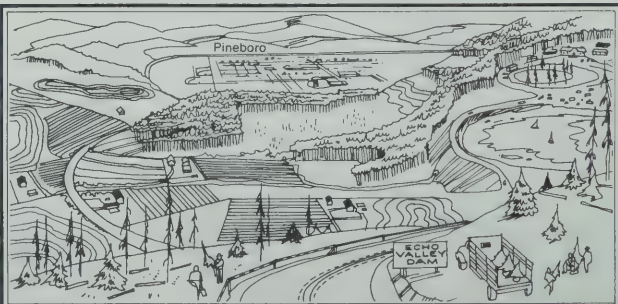
Tell the students that under the picture is a list of changes that were made in Echo Valley. If the change will benefit both Pineboro and Echo Valley, have them write "Both" in the blank. If it will benefit only the people of Echo Valley, have them write "E. V." in the blank.

- C. **Let's Think About:** Discuss what might have happened if the people of Echo Valley had not planned and worked together to solve their problems.

III. PERFORMANCE EXPECTATION

Each student should be able to name a neighborhood problem and explain how the neighbors can work together to try to find a solution.

14-C Neighbors Solve Problems



Write "Both" in the blank if the change will help Echo Valley and Pineboro.
Write "E.V." if it will help only the people of Echo Valley.

1. Building the dam	4. Building hotels near the lake
2. Planting trees on the hillsides	5. Farmers planting across the hills
3. Building new houses in the valley	6. Planting trees along the creek bank

15-A Neighbors Need to Plan Ahead

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** Neighbors must plan ahead to avoid problems.

II. PROCEDURE

- A. Let's Talk About:** Ask the students why a neighborhood changes. Then have them discuss some of the problems resulting from change and how these problems can be prevented. Explain that people plan for their neighborhood when they study the changes that may occur and prepare for their effects.
- B. Let's Do:** Tell the students that a new factory is going to be built in the neighborhood pictured on page 49 in their Problems Book. Then ask them to decide where the factory should be built, and to fill in their choice at the bottom of the page. Remind them to consider both the needs of the factory (such as power, transportation, and land) and the problems that may result at each site if a factory is located there. Ask the following questions:
- Should the factory be built on the hillside near the dam? Why? (*The land is not level.*)

- Should the factory be built next to the lake? Why? (*The site is good for a factory, but it is good farmland and not near transportation.*)
- Should the factory be built across the river from the town? Why? (*The land is flat; it is near transportation and water; but the farmland is good and the river will be polluted.*)
- Should the factory be built at site D, south of the railroad tracks? Why? (*The land is flat; it is near water and transportation; it is poor farmland.*)

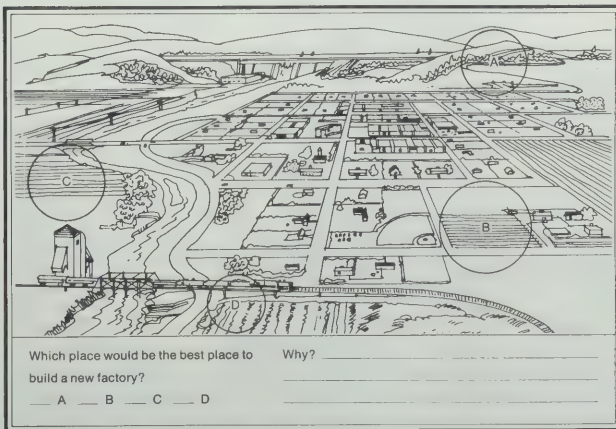
C. Let's Think About: Ask questions such as the following:

- What else must the neighbors plan for besides the location of the factory? (*More people, housing, streets, an addition to the school, stores*)
- Where should houses be built in the neighborhood for the factory workers and their families?
- What might happen to the neighborhood if it did not plan ahead?

III. PERFORMANCE EXPECTATION

Students should be able to plan ahead for a class function, considering all the alternatives and problems that could occur.

15-A Neighbors Need to Plan Ahead



15-B What Happens When Neighbors Do Not Plan?

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: using a legend to draw a map.
- B. **Concept:** Neighborhood planners should carefully consider the interrelations of neighborhood subsystems.

II. PROCEDURE

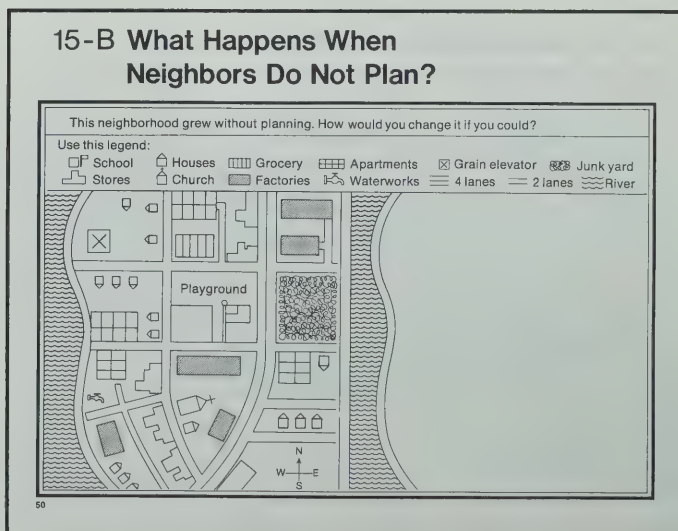
- A. **Let's Talk About:** Tell the students that a neighborhood is a system. Then review the subsystems that must be considered when a neighborhood is planned: street, housing, church, school, store, water and gas, telephone, written rules, and unwritten rules. Discuss how changes in, or conflicts between, any of the subsystems can affect the neighborhood. For instance, if housing were torn down, there would be fewer people and less need for schools, stores, and churches.
- B. **Let's Do:** Have the students look at the

neighborhood map on page 50 in their Problems Book. Ask them if the neighborhood was planned carefully. Then tell them to use the symbols of the legend to draw their own map of the neighborhood, showing how they would improve it (close streets, relocate buildings, build walking paths, relocate busy streets, and so on).

- C. **Let's Think About:** Discuss how the changes made by various students affect the various subsystems of the neighborhood. Also discuss the many obstacles to change in the neighborhood (lack of money, lack of space, law, private interests).

III. PERFORMANCE EXPECTATION

Each student should be able to draw a map of a well-planned neighborhood where conflict between subsystems is minimal.



15-C What Is Important in Planning a Neighborhood?

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. **Concept:** The first step in planning a neighborhood is for the people of the neighborhood to decide what kind of neighborhood they want.

II. PROCEDURE

- A. **Let's Talk About:** Discuss the word *goal*. Then explain that when people are planning their neighborhood, they must first decide upon goals. Then they must organize the subsystems (church, school, store, street, and housing) to meet their goals. Ask the students to name various goals for a neighborhood and to explain how these goals can be met (*healthy neighborhood, safe neighborhood, and so on*).
- B. **Let's Do:** Have the students look at the pictures on page 51 in their Problems Book. Then tell them to pretend they are planning

a new neighborhood. They must decide what is important to the health and happiness of the new neighborhood. Tell them to write A for "Very important," B for "Important," or C for "Not important" in the box below each scene pictured.










- C. **Let's Think About:** Discuss the role of a specialist who is hired to plan a new neighborhood to meet the goals of the people. Then ask the following questions:

- What can you do to make your neighborhood healthy, happy, safe, and beautiful?
- How can volunteers help?
- What can the city do to help make the neighborhood the way you would like it to be?

III. PERFORMANCE EXPECTATION

Each student should be able to list a number of factors he thinks are essential to the health and well-being of a neighborhood.

15-C What Is Important in Planning a Neighborhood?

A=Very important	B=Important	C=Not important
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

16-A From School to an Occupation

I. OBJECTIVES

- A. **Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. **Concept:** One goes to school to discover ideas and to learn how to communicate them.

II. PROCEDURE

- A. **Let's Talk About:** Ask the students what they learn in school that will help them get along in society. Explain that school is a place for discovering ideas by asking questions and observing behavior. Discuss the importance of sharing ideas (communicating). Ask the students why learning to read, write, and do arithmetic is so important. Explain how these abilities help students learn and communicate ideas. Then discuss how a formal education can affect one's job and one's role as a citizen and as a family member.

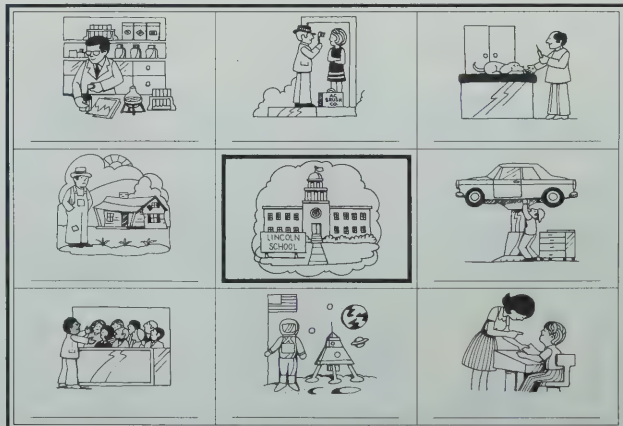
- B. **Let's Do:** Have the students look at the eight pictures on page 52 in their Problems Book. The pictures illustrate persons involved in occupations that require different amounts of education and training. Write "Little," "Some," and "Much" on the chalkboard. Then have the students write in the spaces provided whether each person pictured has had little, some, or much formal education.

- C. **Let's Think About:** Ask the students why it is so important in the working world to be able to communicate and understand ideas. Then discuss why so many jobs today require a great deal of formal education or training. (*One reason is that machines now do many jobs that were once done by man.*)

III. PERFORMANCE EXPECTATION

Each student should be able to list various reasons why he goes to school and explain how he hopes to benefit from his education.

16-A From School to an Occupation



16-B Discover Ideas in the Library

I. OBJECTIVES

- A. **Basic Skills:** Map study skills: drawing a map; using symbols; creating a legend.
- B. **Concept:** The library or resource center provides information and new ideas.

II. PROCEDURE

- A. **Let's Talk About:** Discuss why people go to school for an education. Stress that it is important to learn how to find out about the ideas of others and to have ideas of our own. Explain that this can be done by learning to read and to enjoy reading. Not only do we learn about the ideas of other people through reading; we also create ideas of our own. Then discuss the importance of the school library or resource center. Ask the following questions:
 - How does the library help us learn about the ideas of others?
 - How can the library help us develop our own ideas?
 - Are there ways the library helps us share ideas?
- B. **Let's Do:** Have the students turn to page 53

in their Problems Book. Tell them to follow the directions for drawing the library map carefully. You may want to arrange a time for your class to work in the library on their maps. If this is not possible, make sure their visit to the library will be fresh in their minds when they draw the map. You may want to devote several days of work to this project so that your students will have time to visit the library without disrupting the routine of both the class and the library.

- C. **Let's Think About:** Have the students share their maps with the class. Discuss what made some maps easier to read than others. Then discuss the ways in which a school and a public library are alike. Discuss how they differ. Ask the students what kind of information might be available in a public library that might not be provided in a school library.

III. PERFORMANCE EXPECTATION

Each student should be able to use his map of the library or resource center to locate special information or materials.

16-B Discover Ideas in the Library

Draw a map of the library or resource center in your school. Make sure you show the symbols you use in the legend.

1. Put a red X where the science books are located.
2. Put a blue X where you can find books that are fiction.
3. Put a green X where you can find books that are about famous people.
4. Where would you go to read a magazine? Mark the place with a purple X.
5. Place a Δ at the place where you check out books.
6. Place a \square where you would find a dictionary.

Legend:

16-C Yesterday's Dreams Are Today's Realities

I. OBJECTIVES

- A. Basic Skills:** Matching pictures of past ideas with pictures of today's realities.
- B. Concept:** Putting down ideas in writing or in pictures enables man to preserve ideas for many generations.

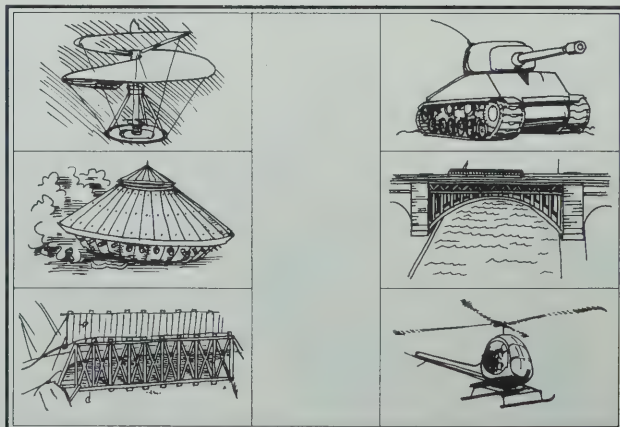
II. PROCEDURE

- A. Let's Talk About:** Tell the students it is very important to express and record their ideas clearly and accurately. Then discuss various methods for recording ideas to preserve them, for example:

- keeping a journal or diary;
- publishing articles or books;
- painting or photographing ideas.

Next, read the story "A Man Named Leonardo," in the Teacher's Resource Guide, to the students. Tell the students Leonardo lived more than five hundred years ago and ask them how we know about his ideas. Discuss some of the ideas for inventions that he had.

16-C Yesterday's Dreams Are Today's Realities



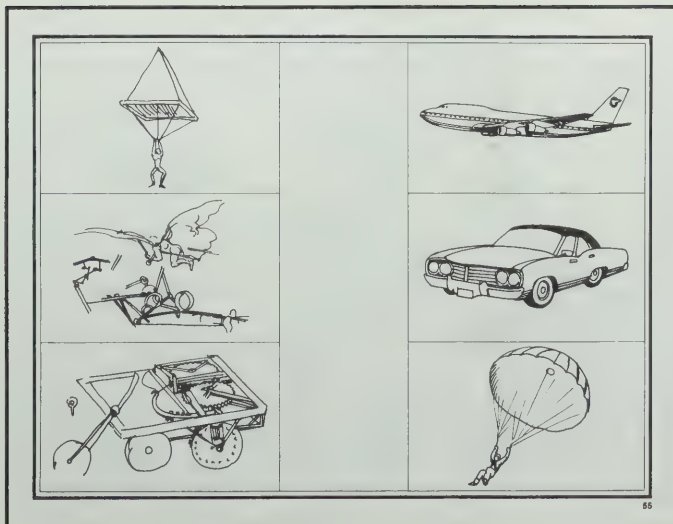
B. Let's Do: Tell the students that the pictures on the left side of pages 54 and 55 in their Problems Book show some of the drawings made by Leonardo da Vinci around five hundred years ago. These drawings illustrate some of his ideas. Tell them that the pictures on the right side show his ideas in use today. Have them draw lines from each idea illustrated by Leonardo to the picture showing how the idea is being used today.

C. Let's Think About: Discuss how technological advances finally enabled man to produce Leonardo's ideas. Ask questions such as the following:

- What are some other inventions that were only dreams years ago?
- What dreams of today may be realities years from now?

III. PERFORMANCE EXPECTATION

Each student should be able to conclude that there are great geniuses whose ideas are far ahead of their time.



17-A Curiosity Brings Progress

I. OBJECTIVES

- A. Basic Skills:** Interpreting and evaluating pictorial information; arranging information in sequential order.
- B. Concept:** As we gain more information about nature, we have more information to transmit to people of our own generation and to following generations.

II. PROCEDURE

- A. Let's Talk About:** Explain that learning is a never-ending process. As man continues to learn about nature, he learns more ways to better his life. Discuss the meaning of the word *curiosity* (a desire to learn or know). Then ask questions such as the following:
- How has curiosity helped man?
 - How did curiosity about nature encourage man to invent the airplane? (*Curiosity about how birds fly*)
 - How has curiosity about disease led man to develop certain medicines or


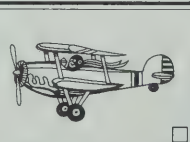





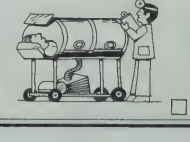

cures? (*Curiosity about causes of a disease leads to research.*)

- B. Let's Do:** Have the students look at the three sets of pictures on page 56 in their Problems Book. Tell them to arrange the three pictures in each set in chronological order, numbering them 1, 2, and 3.
- C. Let's Think About:** Discuss the students' answers. Then remind them that inventions bring problems as well as progress. Educated people are needed to try to develop ways to solve the problems caused by new inventions. Ask the students to name some problems caused by inventions (*accidents, unemployment, air pollution, and so on*) and possible solutions to these problems.

III. PERFORMANCE EXPECTATION

Each student should be able to list various examples of how man's curiosity has helped to shape a better world through the invention of goods or services.

17-A Curiosity Brings Progress

17-B Invention: From Idea to Patent

I. OBJECTIVES

- A. Basic Skills:** Putting pictorial material in sequential order.
- B. Concept:** Learning about nature can help man shape his world.

II. PROCEDURE

- A. Let's Talk About:** Discuss how man can benefit from learning more about nature.

Use these examples:

- Learning to protect himself from the hazards of nature
- Finding new and better ways to produce goods
- Discovering new and better goods
- Building a better environment, and protecting it

Discuss how man got many of his ideas for inventions from learning about nature. Explain that patent laws protect an inventor's rights by declaring him sole producer of his good(s) for 17 years.

- B. Let's Do:** Tell the students that the pictures on page 57 in their Problems Book illustrate

how the airplane progressed from an idea to a reality as man learned more about nature. Have them study the pictures and put them in order by numbering the squares at the lower right-hand corner of the pictures. After the students have completed the exercise, discuss the process that man went through to invent the airplane.

- C. Let's Think About:** Ask questions such as the following:

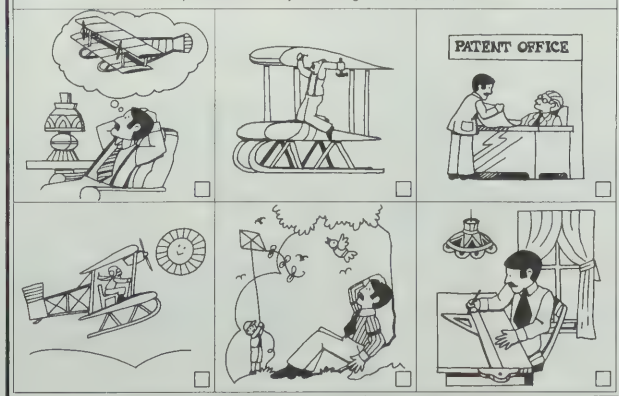
- Which of the steps of the process of invention pertain to all inventions?
- What other inventions has man developed from learning about nature?
- Who was George Washington Carver? *(Students may want to look up information about him and other inventors.)*
- What did he invent from learning about nature? *(Peanut butter)*

III. PERFORMANCE EXPECTATION

Each student should be able to tell in his own words the steps—from idea to patent—that a person goes through to invent something.

17-B Invention: From Idea to Patent

Put the pictures in order by numbering them 1, 2, 3, 4, 5, and 6.



57

17-C Trips on Earth and in Space

I. OBJECTIVES

- A. **Basic Skills:** Identifying similarities and differences between two kinds of maps; making assumptions on the basis of information available.
- B. **Concept:** The more we learn about nature, the more educated we need to become.

II. PROCEDURE

- A. **Let's Talk About:** Discuss how much more information we need today than was needed three "parents ago." At that time, if a person could read a little, write, and do simple arithmetic, he could get along rather well. Today, life has become much more complicated. Explain that as scientists discover more about nature and invent new machines, we have to learn new skills. Compare adding figures on paper to operating a computer programmed for bookkeeping. Tell the students that some tasks which seem complicated today are simple compared with those that will be needed in the future.
- B. **Let's Do:** Discuss the two maps on page 58 in the Problems Book. Review the instruc-


tions on the students' page. Make sure they understand the differences between planning a flight between two relatively stationary points on earth and planning a space flight between two bodies moving in different orbits at different speeds.

- C. **Let's Think About:** Ask the students which flight plan they think requires more knowledge. Remind them of the great accomplishments made in space travel in recent years. (You might show magazine or newspaper pictures of recent space flights.) Point out that very complex mathematics is involved in planning flights in space. Discuss other kinds of special knowledge one might need for space flight. Then ask the students if they think they will ever take a trip to Mars. If so, ask them where they will gain the knowledge required to perform such a feat.

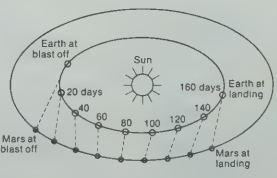
III. PERFORMANCE EXPECTATION

Each student should be able to list several kinds of information or skills that are not in common use now, but probably will be needed by people during the student's generation.

17-C Trips on Earth and in Space



1. Plan a flight from Washington, D.C., to New York. Draw a line on the map showing your trip. What kind of line (straight or curved) did you draw?



2. Plan a space flight to Mars. It will take 160 days. Both Earth and Mars move around the sun. But their speeds are different. Mars is farther from the sun than Earth is. Find Earth and Mars at blast-off time. Then find them 160 days later. Draw a line to show your trip. What kind of line (straight or curved) did you draw?

17-D Goods or Bads?

I. OBJECTIVES

- A. **Basic Skills:** Finding specific items in a large picture and relating them to a general topic.
- B. **Concept:** There are specialists who study how man's work harms nature and what must be done to preserve or restore nature.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the words *environment* and *system*. Then explain that there are specialists, called *ecologists*, who study problems related to our environmental system. Tell the students that ecologists are not only interested in specific problems. They study how various problems are interrelated and how they affect the total environment. They make us aware of the fact that we often produce "bads" when we produce goods or services.

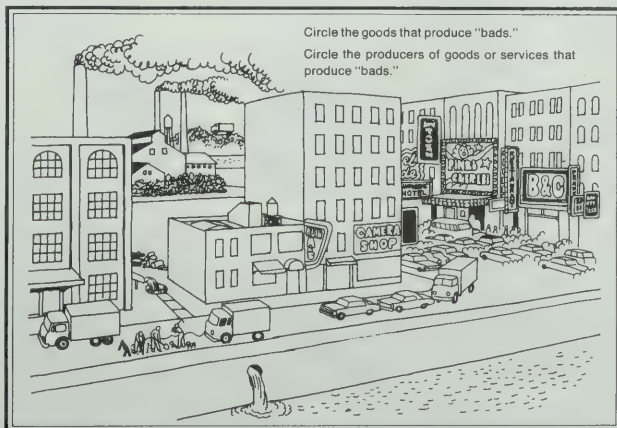
- B. **Let's Do:** Have the students study the picture on page 59 in their Problems Book. Tell them to pretend they are ecologists who have been hired by the city to investigate environmental problems. They are to study the neighborhood pictured and circle the goods or producers of goods and services that are also producing "bads."

- C. **Let's Think About:** Discuss other less obvious environmental problems that might be present in the neighborhood pictured. Then discuss how ecologists might study environmental problems in order to suggest good solutions.

III. PERFORMANCE EXPECTATION

Each student should be able to identify at least one environmental problem in his neighborhood and, after analysis, suggest a possible solution.

17-D Goods or Bads?



18-A People Learn Different Things

I. OBJECTIVES

- A. Basic Skills:** Evaluating pictorial information on the basis of one's experiences.
- B. Concept:** What man knows is based on his experiences and the importance he places on them.

II. PROCEDURE

- A. Let's Talk About:** Tell the students that, as a child grows up, he has many different experiences involving:
- his neighborhood;
 - his teachers;
 - his friends;
 - his parents;
 - the house he lives in.

Ask them if and how people learn from their experiences. Ask the following questions:

- Would a boy raised in the country be able to cope with the dangers of city traffic as well as a boy raised in the city? Why?
- Would the city boy know as much about raising animals as the country boy? Why?

Next, discuss why a person probably would not learn from any experiences he did not think were important.

- B. Let's Do:** Have the students study the pictures on page 60 in their Problems Book. Tell them to place an X in the box beside each picture that illustrates something they have learned through experiences.

- C. Let's Think About:** Discuss each picture with the students. Then ask the following questions:

- Is the skill or information illustrated important to you? Why?
- If not, do you believe it ever might be important to know?

Discuss why some people are prejudiced against others who have different kinds of knowledge or do not know the same things they know.

III. PERFORMANCE EXPECTATION

Each student should be able to list several things he has learned from his experiences that might not be known to people living in other neighborhoods, and several things others might have learned that he has not learned.

18-A People Learn Different Things



18-B Many People Have Made Me What I Am

I. OBJECTIVES

- A. Basic Skills:** Drawing inferences from pictorial information in order to reach conclusions.
- B. Concept:** As a child grows up, he has many experiences that influence his behavior in varying degrees.

II. PROCEDURE

- A. Let's Talk About:** Discuss how a person's behavior can be shaped. Point out that the experiences we have with other people definitely influence our behavior. Early experiences in our homes, neighborhood, and school are particularly important. Ask questions such as the following:

- Would a boy or girl growing up in a large family lead the same kind of life as an only child? How might their experiences differ? How might their behavior be affected?
- Would a child growing up in a big-city neighborhood with many friends of his age have experiences different from those of a child growing up in a farm neighborhood with no friends nearby?

Next, discuss why some people have more

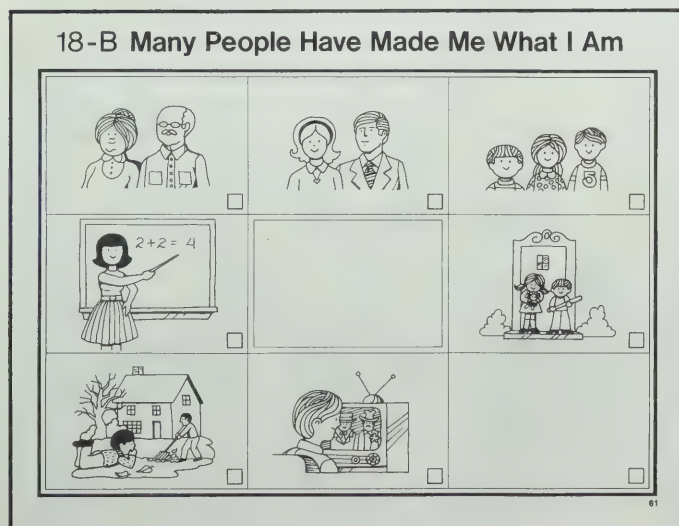
influence on our lives than others. (*We are around some people more; we admire some more; we may have had a particularly exciting experience with someone.*)

- B. Let's Do:** Have the students draw a picture of themselves in the blank square in the center of page 61 in their Problems Book. Then point out that the pictures around the square represent the persons who may have influenced their lives. Instruct them to draw a picture in the blank spot of someone who has influenced them but is not already pictured. Then have them number, in order of importance, the four pictures showing the persons who have influenced them most in their lives.

- C. Let's Think About:** Discuss the students' answers. Ask them why they each chose different people as important influences. Then discuss the fact that everyone is influenced to some degree by the people whom he meets in his life.

III. PERFORMANCE EXPECTATION

Each student should be able to explain how his individual experiences affected the development of his personality.



18-C What Can Archaeologists Discover?

I. OBJECTIVES

- A. **Basic Skills:** Deriving information from limited data.
- B. **Concept:** Man is curious about his past.

II. PROCEDURE

- A. **Let's Talk About:** Review the meaning of the word *curious*. Then discuss those areas students have studied that reflect man's curiosity about nature and about other people. Explain that man's curiosity about people has led him to be curious about his past. Next, introduce the word *archaeologist*. Tell the students that archaeologists try to find out about man's past by studying the remains of past civilizations. They study bones, drawings, bits and pieces of tools, and everyday items the people used. Often, archaeologists have to go to places where they believe people once lived and dig into the earth very carefully looking for remains. Their work is like a detective's—putting together many pieces of information to learn how people once lived.
- B. **Let's Do:** Have the students pretend that they are archaeologists. They have gone to

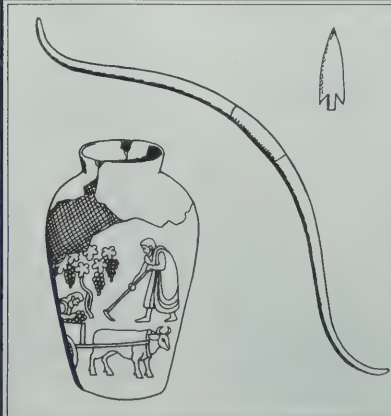
a faraway island seeking information about a group of people believed to have lived there in the past. Tell them that, in their diggings, they uncovered the items pictured on page 62 in their Problems Book. These items can tell them much about the people. Have them circle those categories in the right-hand column about which they can learn something by studying the items pictured.

- C. **Let's Think About:** Discuss what can and what cannot be determined in each category from the items pictured. Then ask the students how man's curiosity about his past can help us today and in the future. (*Events are connected. The more we know about how man has acted in the past, the better we can understand our actions today and predict how man might act in the future.*)

III. PERFORMANCE EXPECTATION

Each student should be able to draw pictures of three items from our civilization and to describe what archaeologists could find out from them five thousand years from now.

18-C What Can Archaeologists Discover?



Circle the topics that you can learn something about from the articles shown in the picture.

- Clothes
- Transportation
- Weapons
- Farming
- Housing
- Laws
- Tools
- Government
- Schools
- Stores

19-A What Will the Future Bring?

I. OBJECTIVES

- A. **Basic Skills:** Interpreting and evaluating pictorial information.
- B. **Concept:** Ideas are being created all the time.

II. PROCEDURE

- A. **Let's Talk About:** Discuss how ideas have changed the world in the last century. Review how many ideas eventually become inventions. Then discuss how new inventions have made new jobs possible.
- B. **Let's Do:** Tell the students that the pictures on page 63 in their Problems Book show

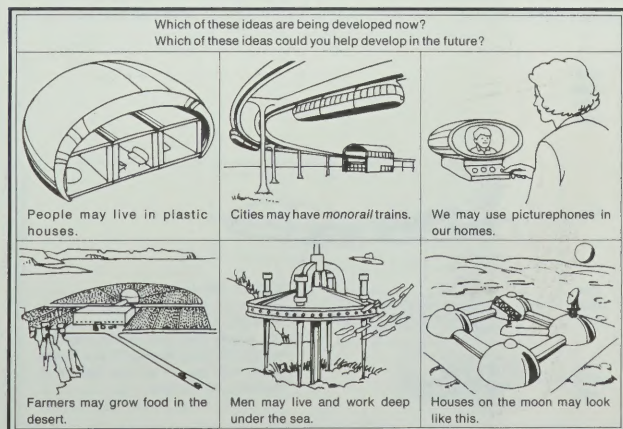
some ideas man is working on for the future. Tell them to study the pictures and read the captions. Then have them cross out the pictured ideas that they think are already being developed.

- C. **Let's Think About:** Ask the students which of the pictured ideas they might have a chance to develop in the future when they are adults. Have them name some other new ideas that are being discussed for the future.

III. PERFORMANCE EXPECTATION

Each student should be able to draw a picture showing an idea of his own for the future.

19-A What Will the Future Bring?



19-B What Is Next?

I. OBJECTIVES

- A. **Basic Skills:** Making predictions based on existing information.
- B. **Concept:** Knowledge is cumulative. The ideas and inventions of today will change our lives tomorrow.

R

II. PROCEDURE

- A. **Let's Talk About:** Discuss the fact that knowledge is cumulative. You might tell the students it grows like a snowball rolling downhill. Explain that ideas in the past that stimulated study resulted in new knowledge. That knowledge led to new ideas that stimulated more study. That study resulted in more knowledge. Ask the students how cumulative knowledge affects the production of new goods and services.
- B. **Let's Do:** Have the students turn to page 64 in their Problems Book. Point out the significance of each picture. Explain that the

Wright brothers invented the first airplane. Knowledge from their flight led to new ideas and improvements in flying. More research eventually led to the Douglas DC-3 passenger planes around 1935. The Boeing 747 jets today are the result of knowledge about aviation that has been accumulated. Have the students draw the next picture in the time line, illustrating how the knowledge man will have learned from the Boeing 747 jets might be used in the future.





- C. **Let's Think About:** Ask the students why each picture is larger as one moves toward today and the future. (*The change symbolizes the growth of knowledge over the years.*)

III. PERFORMANCE EXPECTATION

Each student, given similar information about another subject, should be able to draw a picture illustrating a logical prediction.

2

19-B What Is Next?

One parent from now	
Now	
One parent ago	
Two parents ago	

Man first flew in an airplane _____ parents ago. Planes that carried ten people were used about _____ parent ago. Today man is using what he has learned about flying to build the big Boeing 747 jets. By one parent from now he will use what he is learning about flying to _____

64

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